Williams College Course Catalog

2015-2016

August 27, 2015

WILLIAMS COLLEGE BULLETIN

COURSE CATALOG SEPTEMBER 2015

DIRECTIONS FOR CORRESPONDENCE

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

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

Other inquiries should be addressed to the officers named below:

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

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

Published by Williams College, Hopkins Hall, 880 Main Street, Williamstown, Massachusetts, 01267.

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

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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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 Northhampton, 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 that had been taking shape under Griffin and his predecessors resembled 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 Williams's very informal ties with the Congregationalists avoided the sometimes chafing relations later experienced by many of the colleges with fuller denominational connections.

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 that of 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 commensurate development, 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 2004 some 60 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, its office and teaching spaces for faculty, and its libraries.

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.

ACADEMIC HONESTY

All students are expected to be familiar with the Williams College Honor Code and to reaffirm their commitment to the Statement of Academic Honesty by signing an Honor Code pledge at the beginning of each academic year. The Honor Code covers all aspects of academic honesty, including the writing of papers and laboratory reports as well as all quizzes, hour tests, and examinations. For a self–directed citation tutorial, please see *The Eph Survival Guide* at: http://web.williams.edu/wp-etc/acad-resources/survival_guide/. For a complete description of honor and discipline procedures, please see: http://sites.williams.edu/honor-system/.

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 the 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 to the Dean appropriate punishments. Several faculty members 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 both the Dean and the President of the College.

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 support 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 all written material, including ungraded assignments and drafts, 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. In every instance, 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 or concurrent work must be acknowledged; thus, a student must obtain the prior permission of all instructors concerned before submitting substantially all or part of the same paper in more than one course.

Note: Attempts to gain academic advantage by misleading a professor are violations of the Honor Code. For example, if a student claims to have handed in an assignment, that work must actually have been submitted.

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 available online to students (and other authorized payers) twice a year (in mid–July and mid–December) for payment by 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 online 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 2015–2016 are as follows:

Tuition	$49,780
Board	6,530
Room	6,690
Activities and Residential House Fees	290
	$63,290

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 1,500
Estimated year's total, *exclusive* of travel expenses**	$2,300

*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 Residential House Fee of $54 per year is charged to upperclassmen as a part of the College term bill at the rate of $27 each semester. 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 $54 are charged at the rate of $27 each semester. Co–op residents and off-campus residents are charged a $27 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, 2015 at www.gallagherstudent.com that the coverage offered by an alternative program chosen by the student is comparable to the plan offered by the College. Students enrolled in the College's plan for 2015-16 will be charged $1,554 for this coverage.

Information about the student health insurance plan offered by the College is e-mailed to every student in May. Questions about the College's plan or about the online waiver/enrollment process should be directed to Gallagher Koster at 800-406-5205 or by e–mail at williamsstudent@gallagherstudent.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 mid-July payable by August 15 and in mid-December payable by January 15. Students are encouraged to grant access to the Student Account Center 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 (VISA, 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 Installment Payment Plan (5-month plan for each term). 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 or online payment returned to the College for any reason such as "no account/unable to locate account" or "insufficient funds" will be charged to the student's term bill and a "return payment fee" of $30.00 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 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 (MEFA) 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 payment plan, administered by Tuition Management Services whereby the charges for each term are paid in 5 equal installments (June through October for fall term and November through March for spring term), with no interest charges. There are no income restrictions. Monthly payments will be the total cost for each term (less any scholarships, Federal Direct or parent loans) divided by 5. There is an enrollment fee per term for this program. Information on the payment plan can be obtained by contacting Tuition Management Services at (888) 216–4258 or service@afford.com.

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 2015–2016 academic year.

FALL SEMESTER 2015			SPRING SEMESTER 2016
Date of withdrawal:			*Date of withdrawal:*
Prior to start of classes Sept 10		100% Tuition, room, board	Prior to start of classes Feb 3
Week 1	Sept 10 to Sept 16	90% Tuition, board only*	Feb 3 to Feb 9
Week 2	Sept 17 to Sept 23	80% Tuition, board only*	Feb 10 to Feb 16
Week 3	Sept 24 to Sept 30	70% Tuition, board only*	Feb 17 to Feb 23
Week 4	Oct 1 to Oct 7	60% Tuition, board only*	Feb 24 to Mar 1
Week 5	Oct 8 to Oct 14	50% Tuition, board only*	Mar 2 to Mar 8
Week 6	Oct 15 to Oct 21	40% Tuition, board only*	Mar 9 to Mar 15
Week 7	Oct 22 to Oct 28	30% Tuition, board only*	Mar 16 to Mar 22
Week 8	Oct 29 to Nov 4	20% Tuition, board only*	Mar 23 to Mar 29
No refund after November 4, 2015			No refund after March 29, 2016

*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, 2015–August 14, 2016).

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 GradGuard, a Tuition Refund Plan which supplements the Williams College Refund Policy in certain circumstances. For more information contact GradGuard directly at (888) 541–4843, customerservice@gradguard.com, or online at https://www.gradguard.com/tuition-insurance/partners?refCode=williams&tracking_code=cc,williams,gen,Fall2015

The College will issue a 1098–T form at the end of each calendar year for the American Opportunity 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).

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 2015-2016 include the following: developing country macroeconomics II; financial development and regulation; empirical methods in macroeconomics; tax policy; international trade and development; program evaluation for international development; political economy; environmental and natural resource policy; international financial institutions; long-term fiscal challenges; the role of social safety nets; financial crises; 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 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. All communications relating to the degree of Master of Arts in Policy Economics should be addressed to the CDE, Assistant Director, 1065 Main Street, Williams College, Williamstown, MA 01267, or e–mail cde@williams.edu.

Master of Arts in the History of Art

In cooperation with the Sterling and Francine Clark Art Institute, Williams College offers a two–year course of study leading to the degree of Master of Arts in the History of Art. The objective of the program is to offer to a small number of students a thorough professional preparation for careers in 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. More information is available on the Graduate Program website, www.williams.edu/gradart.

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/grad-school/pre-health/).

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 an academic 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, service to a congregation, faith-based humanitarian work 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. Many divinity schools and theological seminaries expect and welcome students whose understanding of "ministry" or sense of call is very much still in formation. A basic foundation in the study of religion is certainly helpful—sacred texts, scriptural languages, history, philosophy, phenomenology and comparative studies, etc. But 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.

COURSES OF INSTRUCTION 2015-2016

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 PeopleSoft.

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 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 end of drop/add 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.

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 semester courses (at least 29 of which must be regularly graded A-E, including 19 with grades of C- or better), 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 *(except 111, 206, 207, 215, 230, 231, 232, 234, 243, 280, 281, 303, 305, 310, 311, 332, 408, 409, 410, 480, 491)*
Art History
Art Studio
Asian Studies 103, 274
Chinese *(except CHIN 223)*
Classics
Comparative Literature
Critical Languages
Dance
English
EXPR 245
French
German
Greek
INTR 252
Italian
Japanese *(except JAPN 217, 218, 321, 486T)*
Latin

Literary Studies
Maritime Studies 231
Music
Russian
Spanish
Theatre

DIVISION II. Social Studies

Africana Studies
American Studies
Anthropology
Arabic 111, 206, 207, 215, 230, 231, 232, 234, 243, 280, 281, 303, 305, 310, 311, 332, 408, 409, 410, 480, 491
Asian Studies *(except 103, 274)*
Chinese 223
Cognitive Science
Economics
Environmental Studies 101
Experimental Studies—EXPR *(except 245)*
Global Studies
History
History of Science *(except HSCI 224)*
Interdisciplinary Studies—INTR *(except INTR 160, 223)*
Japanese 217, 218, 321, 486T
Jewish Studies
Justice and Law
Latina/o Studies
Leadership Studies
Maritime Studies 351, 352
Philosophy
Political Economy
Political Science
Psychology *(except PSYC 212, 312, 315, 316, 317T, 318)*
Public Health *(except PHLH 201, 402)*
Religion
Science and Technology Studies
Sociology
Women's, Gender and Sexuality Studies

DIVISION III. Science and Mathematics
Astronomy
Astrophysics
Biochemistry and Molecular Biology
Biology
Chemistry
Computer Science
Environmental Studies 102
Geosciences
History of Science 224
INTR 160, 223
Maritime Studies 104, 211, 311
Mathematics
Neuroscience
Physics
Psychology 212, 312, 315, 316, 317T, 318
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.

THE EXPLORING DIVERSITY INITIATIVE. 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:

- 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.
- 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.
- 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.
- 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.

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.

New for students studying away in academic year 2015-2016:
Students wishing to fulfill the EDI requirement via the completion of study away must submit the completed EDI form and their essay after their return proposing EDI credit for a course or independent study project/research they pursued while away. The essay will require students to intellectually describe how they believe their study away course or independent study project/research met one or more of the goals of the Exploring Diversity Initiative; the essay will be considered by the Director of the Exploring Diversity Initiative working in concert with the Committee on Academic Standing. The essay will either be accepted or rejected for EDI credit. There is no appeal process, and all decisions are final.

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).

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.

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
Anthropology
Arabic Studies
Art
Asian Studies
Astronomy
Astrophysics
Biology
Chemistry
Chinese
Classics (Greek, Latin)
Comparative Literature
Computer Science
Economics
English
Environmental Policy
Environmental Science
French
Geosciences
German
History
Japanese
Mathematics
Music
Philosophy
Physics
Political Economy
Political Science
Psychology
Religion
Russian
Sociology
Spanish
Statistics
Theatre
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 an intercollegiate, junior varsity or club sport is equivalent to two activity each year, split season sports will earn one credit for each half of the year (crew, golf, tennis, rugby, ultimate, etc). A maximum of three credits may be attained while participating in sports with the exception of a two sport athlete who can fulfill the physical education requirement by totaling four units in two sports. The remaining 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 a qualified student to combine a liberal arts education at Williams with undergraduate professional training in engineering. The student studies at Williams for 3 years, completing 24 courses and 3 Winter Study Projects. He or she then transfers to The Fu Foundation School of Engineering and Applied Science at Columbia University for 2 years of engineering courses. Upon successful completion of this 5-year program, the student receives a Bachelor of Arts degree from Williams and a Bachelor of Science degree from Columbia.

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. Students majoring in the sciences should consult with their department chair to see if any of the courses taken at Columbia can count toward their Williams major. Only students who have taken the prerequisite courses, who have at least a 3.30 grade point average in scientific subjects and overall 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 Pre-Engineering section of the Physics Department website includes a list of Williams courses recommended to prospective engineers as well as a link to the list of prerequisites on the Columbia website.

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
Global Studies
Jewish Studies
Justice and Law
Latina/o Studies
Leadership Studies
Maritime Studies
Neuroscience
Public Health
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: Asian American Studies, Bioinformatics, Genomics, and Proteomics; History of Science; Materials Science Studies; and Performance Studies. They are listed in this publication in alphabetical order.

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

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 and the Williams in Africa Policy in Action Program to courses involving a small field research project. The amount and nature of the experiential component(s) varies according to the instructor's judgment.

A range of non-credit experiential education opportunities is also available to interested students. Community service, community work-study jobs,, internships, research, special initiatives 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 widely with options such as tutoring in local schools, building homes with Habitat for Humanity, neighborhood organizing, and trail clearing and river cleanup work. For more information, go to the Center for Learning in Action website at learning-in-action.williams.edu/opportunities.

Internships and Research Opportunities:

A wide variety of summer internship opportunities are available to interested students through the Career Center, the Center for Environmental Studies (CES), the Zilkha Center, the Williams Outing Club and the Center for Learning in Action Research opportunities are also available through individual departments. More information about each of these opportunities is available online.

Museum Associates:

The Museum Associates Program of the Williams College Museum of Art provides students an opportunity to broaden their knowledge of art and art history, to learn about the field of museum education, and to develop valuable communication and public speaking skills while working with the public. The only academic requirement is the completion of ArtH 101-102. Applications are accepted every spring. For more information, contact Sarah Margerum, WCMA Public Engagement Manager.

For more information about experiential education and community engagement at Williams College, visit the Center for Learning in Action website at: http://learning-in-action.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

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 the Dean of International Education and the appropriate department chair early in the fall semester of the sophomore year. Students are responsible for reading information provided on the Study Away website (study-away@williams.edu). 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 the Dean of International Education offers in the fall semester. 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, the Dean of International Education, and the Committee on Academic Standing. Students wishing to study away for any portion of the junior year must request approval in March of the sophomore year by submitting a petition to the Dean's Office including a supporting essay.

When a student decides to accept an offer of admission from a program, he or she must notify the Dean's Office. The Committee on Academic Standing will grant formal approval after that with a letter specifying how many credits a student must earn to equal a semester or year of credit at Williams. Students need to read the Pre-Departure Webinar, take the quiz and meet all the guidelines provided. 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.

More information: 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 the Bojana Mladenovic,Tutorial Program Director.

Williams-EPRI-UCT-CIEE 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, CIEE 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 features are the unifying seminar/tutorial on contemporary social and political issues in South Africa and work on cutting edge development policy projects. This course partners Williams students with South African Parliamentarians and government ministers in a collaborative learning effort focused on policy issues of mutual interest. Interested students should consult the Dean's Office or the Williams-EPRI-UCT-CIEE website 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.

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 teach all four courses. Travel includes an offshore voyage on the open ocean sailing aboard a tall ship, a field seminar along the Pacific Coast, and a Louisiana field seminar, all of which are cross-disciplinary and inter-disciplinary exercises. Students live in historic, cooperative, coed houses at Mystic Seaport, the world's largest maritime museum, and have full access to world-class maritime collections, a maritime library, 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 blacksmithing, climbing aloft and setting square sails, music of the sea, 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, call (860-572-5359), or visit the website (www.williams.edu/williamsmystic). Williams College students may study away for full year and also attend the Williams-Mystic program for a semester in the sophomore, junior or senior year.

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 Medical Services or the Director of Psychological Counseling Services.

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:

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.

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."

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.

Pass-Fail Option (new policy effective starting in Fall 2015)

Students may take up to 3 courses on a pass-fail basis (but no more than one in any given semester). Students may designate a course pass-fail at any point after drop/add up to the tenth week of the semester. Once a course has been designated pass-fail, however, this designation cannot be changed. Students must achieve a minimum grade of D- in a pass-fail course to receive a "P". An "F" in a pass-fail course will be recorded as an "E" on students' records and will count toward the GPA, but a "P" will not.

Courses taken pass-fail cannot subsequently be used to fulfill distributional requirements (divisional, W, Q, and EDI). No course counting toward a major, certificate, or concentration can be taken pass-fail unless this course is the first one taken toward that credential. (In rare circumstances, chairs of programs or departments may grant exceptions to this rule.)

Students may designate a fifth course as one of their pass-fail options, similarly by the tenth week of the semester. Courses taken pass-fail as part of a four-course load or as a fifth course to make up a course deficiency will count toward graduation; courses taken pass-fail as an extra course will not count toward graduation.

Instructors have the option of designating any of their courses not eligible for the pass-fail option.

Fifth Course Option (new policy effective starting in Fall 2015)

Except in the case of the unbalanced course program described above, a student may, by the end of drop/add, enroll in a fifth course that must be designated as an extra graded course. An extra course may be dropped any time up to the sixth week of the semester. If a student chooses to continue in the course and the course is available for the pass/fail option, he or she must decide by the tenth week whether to complete the course on an A-E graded basis or change the course to pass/fail. An extra course graded "Pass" may not be used to fulfill distribution or major, concentration, or certificate requirements (under rare circumstances, the chair of the relevant program or department may grant an exception to this rule) *or to accelerate graduation*, but may be used to make up a deficiency from a prior semester as one of the 32 semester courses required to complete the degree. An extra course completed as a fifth A-E graded course may be used to fulfill distribution or major, concentration, or certificate requirements or to make up a deficiency incurred in a prior term, but not to accelerate graduation. The grade received will be included in the calculation of the student's cumulative grade-point average.

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.") 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 in the following spring or fall semester.

A-E 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.

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

When a student falls behind in course credits because of a failure or course withdrawal, he or she has a deficiency. Deficiencies can be made up only by courses taken after the deficiencies have been incurred. Thus, for example, Advanced Placement credits may not be used to make up deficiencies.

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 course, either on a pass-fail or on an A-E graded basis, at Williams in the semester following the withdrawal or 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, or *three* grades of C *minus* or better and a *Pass* 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 can be found online: http://web.williams.edu/admin/registrar//geninfo/expenses.pdf.

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. (To determine students' eligibility, department or program chairs may look at grades behind pass-fail courses.) A senior may enter a major only upon the approval of the department or program chair and the Committee on Academic Standing.

All semester courses in the major must be taken on an A-E graded basis, unless a course is the first in the major; in that case, it can be taken pass-fail. (In rare instances, and only with the permission of the relevant chair, students may be allowed to count a second pass-fail course for the major.) 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 or program but is by some. All departments or programs requiring such an exercise specify it as such in the description of their majors in the "Courses of Instruction" section, and all students in those departments or programs 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 taken on an A-E graded basis are placed on the Dean's List for that semester. (Note: students with three courses taken on an A-E graded basis and one pass-fail course are not eligible for the Dean's List).

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*

AFRICANA STUDIES (Div. II)

Chair, Associate Professor JAMES A. MANIGAULT-BRYANT

Professors: K. MUTONGI, S. SINGHAM, D.L. SMITH. Associate Professors: G. LONG, J.MANIGAULT-BRYANT, R.MANIGAULT-BRYANT, N.ROBERTS. Assistant Professor: R. BRAGGS. C3 Mellon Postdoctoral Fellow in Africana Studies: R. ROYSTON.

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 must complete at least five courses listed as Africana courses [note: many Africana courses are cross-listed with departmental offerings; all these are considered Africana Studies courses and can be used to count both for the concentration and for the departmental major of which they are a part]. Two of these five courses are required courses that every concentrator takes. They are the introductory course, AFR 200, normally taken in the sophomore and junior years, but open to all students; and an Africana Senior seminar , normally taken in the senior year, but also open to others at the Professor's discretion. Additional courses may be taken either with our core Africana faculty or with faculty and visiting professors affiliated with the program. However, at least one of these three additional courses must be listed as "Core Electives" which are each designated in the descriptions below as a "Primary Crosslisting." We also encourage students to take at least one course in a program/department other than Africana Studies and consider an experiential learning winter study session. Concentrators are expected to meet with the Chair and/or an Africana core faculty member to plan their concentration.

HONORS PROGRAM IN AFRICANA STUDIES

A student wishing to earn honors must complete an "Honors Dossier" during the Winter Study term and Spring semester of their Senior Year. This Dossier is comprised of three linked essays. Students may begin the project with two essays written for Africana Studies courses and, under their advisor's guidance complete additional research, incorporate instructor feedback, and substantially re-write and expand these two papers. The third essay must be a new work, written specifically for the Honors project. Students must also write a substantive introduction that explains the theme (theoretical, geographic, chronological etc.) that connects the three essays. The introduction should address the significance of the theme to the interdisciplinary study of the peoples and cultures of the African diaspora. It should also explain the logic of the three papers and how they work together. Dossiers will be due in mid-April (after Spring Break). Under some circumstances, a student may want to include a record of a performance or piece of visual art in the Dossier. In this case, a written analysis and explanation should accompany that piece. The total Honors Dossier should consist of no less than 45 pages of written work.

Students should submit a proposal for an Honors Dossier in the fall semester of their Senior year, no later than mid-October. They may draw on papers written in Africana courses during any semester including the fall semester of their Senior Year. Students may petition to include a paper written for a course outside of the Africana curriculum. Africana faculty will meet late in the fall semester to approve or decline Honors Dossier proposals. Students whose proposals are approved will be assigned an advisor and should register for W31-AFR 494 in the winter study/spring of the Senior Year.

At the Honors presentation night in the spring, each Honors student will prepare and give an oral defense of their dossier. During the defense, students will present the key points their overarching project and field questions from select faculty and student critics, all of whom will have read the dossier.

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 Crafting Research: Methods in Africana Studies

AFR 476(S) Black Radicalism

One Core Elective:

AFR 132/PSCI 132/AMST 132 Contemporary Africana Social and Political Philosophy

AFR 156/COMP 156/AMST 156/ENGL 223 Thirteen Ways of Looking at Jazz

AFR 193/HIST 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe

AFR 200 Introduction to Africana Studies

AFR 207/PSCI 212 Hip Hop and Political Theory

AFR 208/AMST 208/REL 262 Time and Blackness

AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment

AFR 213/WGSS 213 Race, Gender, and the Alien Body: Octavia Butler's Science Fiction

AFR 217/AMST 217/SOC 217/ENGL 215 Race(ing) Sports: Issues, Themes and Representations of Black Athletes

AFR 248/HIST 248 The Caribbean: From Slavery to Independence

AFR 267/SOC 267/AMST 267 Race in the Americas

AFR 299/PSCI 233/REL 261 Rastafari: Dread, Politics, Agency

AFR 300/AMST 300/SOC 306 Lessons of 'The Game': The Wire and American Culture

AFR 305/REL 315/SOC 305/AMST 304 The Sociology of Black Religious Experience

AFR 310/REL 310/WGSS 310/AMST 309 Womanist/Black Feminist Thought

AFR 311/REL 311 Black Ministerial Imaginations: Griots, Athletes, and Maestros

AFR 314/AMST 314/COMP 321/ENGL 314 Groovin' the Written Word: The Role of Music in African American Literature

AFR 315/AMST 315 Blackness 2.0: Race, Film and New Technologies

AFR 316/REL 265/AMST 316 Sacred Cinema: Black Religion and the Movies

AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/AMST 317 Black Migrations: African American Performance at Home and Abroad

AFR 319/SOC 319/AMST 319 Ethnographic Approaches to Africana Studies

AFR 320/AMST 320/WGSS 320 Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture

AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

AFR 338/PSCI 338/LEAD 338 Garveyism

AFR 360/PSCI 370/PHIL 360/LEAD 360 The Political Thought of Frantz Fanon

AFR 377/WGSS 377 Black Legacies: Feminist Filmmaking, Women Writers, and the Imaginings of Black Experience

AFR 405 Africana Studies and the Disciplines

AFR 476/HIST 476 Black Radicalism

Two additional 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.

AFR 104 Travel Narratives and African History (W) Crosslistings: HIST 104/AFR 104
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 actual 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 14th 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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, oral reports, 1-2 short papers and a research paper Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST African Studies Electives HIST Group A Electives - Africa

Not Offered Academic Year 2016
SEM

AFR 105(F) Materials, Meanings, and Messages in the Arts of Africa and the Diaspora (D) Crosslistings: ARTH 104/AFR 105
This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions. This course fulfills EDI requirements through its exploration of the differences between concepts of art in African and Western traditions, and its focus on renovating historical biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs.
Class Format: lecture Requirements/Evaluation: four 2-page response papers, class journal, midterm exam, final exam or paper Prerequisites: none Expected Class Size: 25 Enrollment Preferences: lottery Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH post-1600 Courses

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Michelle Apotsos

AFR 113 Musics of Africa (D) Crosslistings: MUS 120/AFR 113
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 engage in a series of case studies considering a diverse array of musical practices and related social and political issues in specific locales. Featured countries include Ghana, Zimbabwe, Ethiopia, Algeria and the Democrtic Republic of Congo. This course samples a wide range of musical practices from the Ghanaian dance craze, azonto, to Ethiopian liturgical change, to Shona mbira music in Zimbabwe. Performance analysis and critical reading and listing assignments are combined with a number of hands-on workshops and musical exercises.
Class Format: lecture **Requirements/Evaluation:** grade based on two 4- to 6-page papers, two tests, one performance project, a final paper, and class participation **Prerequisites:** no prerequisites: prior musical background is not essential for this class **Enrollment Limit:** 30 **Expected Class Size:** 25 **Enrollment Preferences:** current or prospective Music majors and Africana Studies concentrators **Dept. Notes:** MUS Group A Electives—class of 2016 MUS World Music/Ethnomusicology—class of 2017 and beyond **Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: GBST African Studies Electives MUS Group A Electives MUS World Music/Ethnomusicology

Not Offered Academic Year 2016
LEC Instructor: Corinna Campbell

AFR 132(S) Contemporary Africana Social and Political Philosophy (D) **Crosslistings:** AFR 132/PSCI 132/AMST 132
This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzegwu, Lucius Outlaw, Oyèrónke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics. This seminar is part of the Exploring Diversity Initiative, and as such we shall investigate—via the authors mentioned—comparative philosophical analyses, critical theorization, and the plurality of global thinking in contemporary social and political philosophy.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on attendance and participation, two 5- to 7-page essays, and one 10-page final paper **Prerequisites:** none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** first- and second-year students **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2016
SEM Section: 01 MW 11:00 12:15 Instructor: Neil Roberts

AFR 152 A Composer's History of Jazz (D) (W) **Crosslistings:** MUS 152/AFR 152
This course will provide a chronological survey of jazz composers, beginning with the pre-jazz era and continuing through the present day. Students will be required to do assigned listening and read related criticism and biographical material. In addition, students will write several responsive papers summarizing these listening and reading experiences. Each student will also write a biographical paper about a composer (or composer/arranger) of her choice, and participate in a collaborative presentation at the end of the semester on a composition or set of compositions from a list of possibilities provided by the instructor. Midterm and final examinations will focus on analytical aural skills developed during the semester, both in terms of formal analysis and composer identification. Composers whose work will be covered will include: Scott Joplin, James P. Johnson, Jelly Roll Morton, George Gershwin, Fletcher Henderson, Duke Ellington, Mary Lou Williams, Benny Carter, Ernie Wilkins, Quincy Jones, Gil Evans, Frank Foster, John Lewis, Dave Brubeck, Oliver Nelson, Antonio Carlos Jobim, Hermeto Pascoal, Eddie Palmieri, Thad Jones, Thelonious Monk, John Coltrane, Charles Mingus, Jaco Pastorius, Wayne Shorter, Joe Zawinul, Yusef Lateef, Bill Evans, Maria Schneider, Billy Childs, and others. This course will be writing intensive.
As an EDI offering, the course materials will be designed not only to expose the student to the music, but also to provide an examination of the relationship between jazz composers and the historical and cultural worlds in which they created their Art. Readings will include the perspective of musicians, audiences and critics, as well as an examination of who they were and what agendas and prevailing societal attitudes may have shaped their reactions to the music. Comparisons between the experiences of composers and their listeners in different eras will provide additional perspective.
Class Format: lecture **Requirements/Evaluation:** short response papers based on reading and listening; midterm and final exams; and a research paper on the career of a composer of the student's choice **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Music Majors and then Jazz Ensemble members **Dept. Notes:** MUS Group A Electives—class of 2016 **Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Andrew Jaffe

AFR 156(F) Thirteen Ways of Looking at Jazz (D) (W) **Crosslistings:** AFR 156/COMP 156/AMST 156/ENGL 223
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 and revise short close analyses of multiple types of media, ultimately honing their writing skills on one form of media for a polished, original analysis that weds their increased critical thinking skills. 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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based upon class participation, 1 quiz, several 2-page response essays, one 3-page essay, one 5-page essay, one oral presentation/performance with 3-page critical report, totaling approximately 20 pages of written work **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none **Distribution Notes:** meets Division 2 requirement if registration is under AFR and AMST; meets Division 1 requirement if registration is under COMP or ENGL **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Rashida Braggs

AFR 164 Slavery in the United States (W) **Crosslistings:** HIST 164/AFR 164/AMST 165
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.
Class Format: seminar **Requirements/Evaluation:** building on several preliminary essays, each student will complete a research project which leads to a final research paper **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar **Extra Info:** 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
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Enactment/Applications in Institutions

Not Offered Academic Year 2016
SEM Instructor: Charles Dew

AFR 166(S) Politics and Prose: Invisible Man in Historical Context (D) (W) **Crosslistings:** HIST 166/AFR 166/AMST 166
"I am an invisible man." So begins Ralph Ellison's treatise on black life in the U.S. in the middle of the 20th century. Ellison's book *Invisible Man* appeared in 1952, won the National Book Award, and secured a prominent place in the canons of both American and African American arts and letters. Often studied for its literary crafting and for the ways it echoes the work of classic American writers, *Invisible Man* iterates the black past as it affects its protagonist. This course brings readings in black sociology, anthropology, law, literature, political science, education, folk-life, and music to bear on its examination of the novel and its historical themes, including debates among black ideologues and leaders; links between culture and protest; and effects of black migration and urbanization.
Class Format: seminar **Requirements/Evaluation:** class participation and 4 papers **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Spring 2016
SEM Section: 01 MW 11:00 12:15 Instructor: Leslie Brown

AFR 167(F) Let Freedom Ring? African Americans and Emancipation (W) **Crosslistings:** HIST 167/AFR 167/AMST 167
This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.
Class Format: seminar **Requirements/Evaluation:** research paper, short writing assignments, class participation **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Gretchen Long

AFR 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe (D) (W) **Crosslistings:** AFR 193/HIST 193
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.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, oral reports, 1 short paper, and a 10- to 12-page research paper **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Core Electives HIST Group A Electives - Africa HIST Group C Electives - Europe and Russia HIST Group D Electives - Latin America + Caribbean

Not Offered Academic Year 2016
SEM Instructor: Shanti Singham

AFR 200(F,S) **Introduction to Africana Studies**
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 illumining 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, weekly reading response papers, two short essays, and a final research project **Prerequisites:** none **Enrollment Limit:** 18 **Expected Class Size:** 15
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora GBST African Studies Electives LATS Comparative Race + Ethnic Studies Electives

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: James Manigault-Bryant

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Rashida Braggs

AFR 201(F) **African Dance and Percussion** **Crosslistings:** DANC 201/AFR 201/MUS 220
This course focuses on selected dance and music forms from the African continent for example, *Kpanlogo* from Ghana, *Lamban* from Guinea, Senegal and Mali or *Bira* from Zimbabwe. We will examine their origins (people, history and cultures) and influence beyond geographic perimeter to more fully understand the function of these forms in contemporary times. Students will study movement and percussion and are evaluated on the quality of progress with the selected forms throughout the semester. Forms may not be the same every semester.
This course can be taken for academic and/or PE credit
Class Format: studio/lecture/discussion **Requirements/Evaluation:** participation in assignments that include research and performance projects and short papers; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects **Prerequisites:** DANC 100 or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** students who have taken Dance 100 or advanced placement **Dept. Notes:** MUS Group B Electives—class of 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond **Distribution Notes:** meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR this course may be taken for academic and/or PE credit; see description for more details
Distributional Requirements: Division 1
Other Attributes: GBST African Studies Electives MUS Group B Electives MUS World Music/Ethnomusicology

Fall 2015
STU Section: 01 TF 01:10 03:50 Instructors: Tendai Muparutsa, Sandra Burton

AFR 202(F) **Public Speaking: Traditions and Practice** **Crosslistings:** AFR 202/THEA 209
Effective oral communication skills are necessary for any student, regardless of major or area of concentration. This course is designed to give students an introduction into the fundamentals of oral communication. We will discuss the critical role of both speakers and listeners within the transactional process of communication. Together we will explore African American oratorical traditions through viewing, listening to, and reading speeches from notable figures such as Frederick Douglass, Fannie Lou Hamer, Barak Obama, and many others. With an emphasis placed on Aristotelian and African American rhetorical methods of persuasion, evidence-based research, and organization, students will gain a better understanding of what it means to be an ethical and responsible communicator. Students will give three formal speech presentations with a focus on informative and persuasive elements. Through discussions, lectures, activities, readings, and speech presentations, students will develop meaningful skills to effectively communicate in the public setting.
Class Format: seminar **Requirements/Evaluation:** students will give three formal speech presentations with a focus on informative and persuasive elements; through discussions, lectures, activities, readings, and speech presentations, students will develop meaningful skills to effectively communicate **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year and sophomore students. **Distribution Notes:** meets Division 2 requirement if registration is under AFR; meets Division 1 requirement if registration is under THEA
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 TR 08:30 09:45 Instructor: VaNatta Ford

AFR 203(S) **Modern African History (D)** **Crosslistings:** HIST 203/AFR 203
This course surveys the history of 19th and 20th century Africa. The first section of the course focuses on the European conquest of Africa and the dynamics of colonial rule—especially its socio-economic and cultural consequences. The second section 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. 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on two 7- to 10-page papers, one exam, and an unspecified number of pop quizzes **Prerequisites:** none; no prior knowledge of African history required; open to all **Enrollment Limit:** 40 **Expected Class Size:** 15-25 **Enrollment Preferences:** students interested in History or Africana Studies
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST African Studies Electives HIST Group A Electives - Africa

Spring 2016
LEC Section: 01 TF 02:35 03:50 Instructor: Kenda Mutongi

AFR 204 **Introduction to Francophone Studies (D)** **Crosslistings:** RLFR 203/AFR 204
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 Chraibi (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*.
Class Format: seminar **Requirements/Evaluation:** active class participation, informal response papers, two short papers, and final paper **Prerequisites:** RLFR 105 or above or results of the College Placement Examination, or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors or certificate candidates, and Africana Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: GBST African Studies Electives GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Katarzyna Pieprzak

AFR 206(S) **African Dance and Percussion** **Crosslistings:** DANC 202/AFR 206/MUS 221
Course continues the investigation of selected music and dance from the African continent. Advancing dance and music skills, deepening understanding of history and context of the material are focus of readings, discussions and projects throughout the semester. Questions we will address include the impact of religion, colonialism, travel, immigration, media tradition and the continued emergence of new forms. Material may include *Gum Boots* (*Isicathulo*) from Southern Africa, *Juju* in Nigeria or *Hip Hop* in several nations.
This course can be taken for academic and/or PE credit.
Class Format: studio/lecture/discussion **Requirements/Evaluation:** participation in assignments that include research and performance projects and a short paper; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** students who have taken DANC 100, DANC 201 or permission of the instructor **Dept. Notes:** MUS World Music/Ethnomusicology—class of 2017 and beyond **Distribution Notes:** meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Spring 2016
STU Section: 01 TF 01:10 03:50 Instructors: Tendai Muparutsa, Sandra Burton

AFR 207 **Hip-Hop and Political Theory** **Crosslistings:** AFR 207/PSCI 212
This course is an introduction into the theoretical underpinnings of the genesis and evolution of hip-hop, a late modern phenomenon whose forms are routinely referred to as a movement, a culture, a music, and a politics. Since its emergence in the South Bronx during the late 1970s, what constitutes the organizing definitions and philosophical bulwarks of hip-hop are often underexplored. The course illuminates such submerged, neglected, and contested bodies of knowledge by focusing on eight concepts: justice, rights, recognition, freedom, equality, democracy, love, and judgment. Through these principles, students are able to address how we frame questions of race, ethnicity, gender, sexuality, class, authenticity, the public sphere, incarceration, and globalization. Our meetings consider the popular and the underground, the originally forged and the remixed, the utility of nomenclature bifurcating conscious and radical hip-hop on the one hand and alternative modes following the logic of neoconservatism and neoliberalism on the other, examining throughout the interplay among language, aesthetics, and form. We investigate as well whether hip-hop in the United States and around the world is intrinsically a political, anti-political, or neutral force in the realm of politics. Written texts, lyrical thought, breaking, film, music videos, and guest lectures by rappers, R&B singers, DJs, academics, and graffiti artists are interwoven in assignments and in-class discussions. Through these mediums and select experiential education opportunities outside the classroom, students have an opportunity to render evaluations on the political theory of hip-hop between past and future.
Class Format: lecture **Requirements/Evaluation:** attendance and participation, two 5- to 7-page essays, and choice of a final 10-page paper or final project; students opting for a final project must receive instructor approval and convey the contours of a core course concept **Prerequisites:** none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** none **Extra Info:** through one of the following mediums:video interviews with visiting artists and scholars, a PowerPoint presentation, original song, mixtape, or combined multimedia presentation may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Critical and Cultural Theory Electives

Not Offered Academic Year 2016
LEC Instructor: Neil Roberts

AFR 208T(F) Time and Blackness (W) Crosslistings: AFR 208/AMST 208/REL 262
The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from — and create —paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?
Class Format: tutorial **Requirements/Evaluation:** assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
TUT Section: T1 TBA Instructor: James Manigault-Bryant

AFR 210 Culture and Incarceration Crosslistings: PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210
This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives.
Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.
Class Format: seminar **Requirements/Evaluation:** attendance and active participation (10%); collective/group presentations (30%); four 5-page double spaced e-papers (60%)
Prerequisites: none **Enrollment Limit:** 15 **Enrollment Preferences:** juniors and seniors, or sophomores with permission of instructor
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora JLST Enactment/Applications in Institutions

Not Offered Academic Year 2016
SEM Instructor: Joy James

AFR 211(S) Race and the Environment (D) Crosslistings: AFR 211/ENVI 211/SOC 211/AMST 211
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a self-scheduled final **Prerequisites:** none **Enrollment Limit:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives PHLH Nutrition,Food Security+Environmental Health PHLH Social Determinants of Health

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: James Manigault-Bryant

AFR 212(S) Jazz Theory and Improvisation I Crosslistings: MUS 104/AFR 212
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 and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.
Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire
Requirements/Evaluation: evaluation will be based on weekly assignments,(e.g., harmonic analysis and exercises in transposition and transcription) a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance
Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Music majors, then Jazz Ensemble members, then prospective Music majors **Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR **Extra Info:** may not be taken on a pass/fail basis this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times shown below and plan their schedules accordingly
Distributional Requirements: Division 1
Other Attributes: EXPE Experiential Education Courses

Spring 2016
SEM Section: B1 TR 09:55 11:10 Instructor: Kris Allen
LAB Section: B2 MWF 09:00 09:50 Instructors: Edwin Lawrence, Kris Allen, Daniel Prindle, Joan Huguet
LAB Section: B3 MWF 10:00 10:50 Instructors: Edwin Lawrence, Kris Allen, Daniel Prindle, Joan Huguet
LAB Section: B4 MWF 11:00 11:50 Instructors: Edwin Lawrence, Kris Allen, Daniel Prindle, Joan Huguet

AFR 213T(S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction (W) Crosslistings: AFR 213/WGSS 213
Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does `gender' play in Butler's fiction? How does Butler's treatment of the `alien' cause us to reconsider what it means to be human? How does Butler incorporate `race' and the concept of `other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts `race,' `gender', `alien' and `body' are interrogated in her writings.
Class Format: tutorial **Requirements/Evaluation:** attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2016
TUT Section: T1 TBA Instructor: Rhon Manigault-Bryant

AFR 214 Jazz Theory and Improvisation II Crosslistings: MUS 204/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.
Class Format: 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/Evaluation: 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: MUS 203 (formerly 212) or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 5-8 **Enrollment Preferences:** Music majors and Jazz Ensemble members **Dept. Notes:** MUS Group B Electives—class of 2016 **Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: EXPE Experiential Education Courses MUS Group B Electives

Not Offered Academic Year 2016
SEM Instructor: Andrew Jaffe

AFR 216 Black Politics in the United States Crosslistings: PSCI 213/AFR 216/AMST 213
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.
Class Format: seminar; class time will be divided between lectures and class discussions
Requirements/Evaluation: two 6- to 8-page response papers, a take-home final exam, reading evaluations and class participation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** sophomores and juniors
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Candis Smith

AFR 217 Race(ing) Sports: Issues, Themes and Representations of Black Athletes Crosslistings: AFR 217/AMST 217/SOC 217/ENGL 215
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading and/or listening assignments, one 5-page paper, final group project Prerequisites: none; open to all Enrollment Limit: 25 Expected Class Size: 20 Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or SOC
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
LEC Instructor: Rashida Braggs

AFR 219(S) African Art Against the State (D) Crosslistings: ARTH 217/AFR 219
Presented in conjunction with its partner exhibition *African Art Against the State* (to be curated by the instructor, WCMA, Spring 2016), this course will take students through the history of mediation, activism, protest, and resistance as it has unfolded within the arts of Africa from prehistory to the present. As an established mode of providing checks and balances to governing authorities in many African contexts, artistic production has provided a mouthpiece for individuals and groups to create agency within the political, social, cultural, and spiritual infrastructures of society. Thus, through an exploration of African themes and issues ranging from more context-specific concerns such as witchcraft and social control to more broad-based crises including the AIDS epidemic and apartheid, this course will delve into how the different visual vocabularies deployed in each situation have created a variety of persuasive and volatile artistic statements in Africa that underscore the adage that sometimes images speak louder than words. This course fulfills EDI requirements through its exploration of artistic modes of communication in Africa that draw on not only local visual methods but also national and even international repertoires towards creating communicative statements that are not only Afro-centric in nature but also global in scope and resonance. The course also investigates how African art forms have used these local, national, and even global artistic styles and vocabularies to address and respond to unequal power relationships that have been created specifically by interactions between societies in Africa and those abroad.
Class Format: lecture Requirements/Evaluation: four 2-page response papers, midterm exam, final exam or research paper Prerequisites: none Expected Class Size: 20
Enrollment Preferences: majors and concentrators Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH post-1600 Courses

Spring 2016
LEC Section: 01 TF 02:35 03:50 Instructor: Michelle Apotsos

AFR 220(F) Introduction to African American Literature (W) Crosslistings: ENGL 220/AMST 220/AFR 220
What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness.
Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.
Class Format: seminar Requirements/Evaluation: writing assignments for the course will total 20 pages, distributed over 4 papers Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor Enrollment Limit: 19 Expected Class Size: 19
Enrollment Preferences: English majors and Africana Studies concentrators Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: David Smith

AFR 221 Giving God a Backbeat: Rap Music, Religion & Spirituality
On the surface, religion and rap music may seem as if they have little in common. Yet, like other Black musical traditions such as spirituals and the blues, rap is rooted in African American religious traditions. In this course, we will explore the ways in which rap music intersects with the sacred and secular worlds. Through an examination of black religious traditions, lyrics, music videos, and digital media, we will unearth what Anthony Pinn calls the "spiritual and religious sensibilities" of rap music. Grounded in culture-centered criticism, we will investigate the rhetoric of rap and religion through the theoretical ideas of Black Liberation Theology and hip-hop feminism.
Class Format: seminar Requirements/Evaluation: students will be evaluated on their class participation, response papers, quizzes, and a final class group project Prerequisites: none
Enrollment Limit: 25 Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives

Not Offered Academic Year 2016
SEM Instructor: VaNatta Ford

AFR 223(S) Politics of Performance/Performing Politics in Contemporary Africa (D) (W) Crosslistings: MUS 222/AFR 223
Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQ community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres—among them Afrobeat, kwaito, soukous, raï, mbalax, Chimurenga music, and a variety of rap and hip-hop styles—are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.
Class Format: lecture/discussion Requirements/Evaluation: based on in-class preparation and participation, bi-weekly short writing assignments, a midterm paper and a final project
Prerequisites: none Enrollment Limit: 15 Expected Class Size: 10 Enrollment Preferences: sophomores, juniors, or seniors who are current or prospective Music majors, as well as current and prospective Africana Studies and Latina/o Studies concentrators Dept. Notes: MUS Group A Electives—class of 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: GBST African Studies Electives MUS Group A Electives MUS World Music/Ethnomusicology

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Corinna Campbell

AFR 229 European Imperialism and Decolonization (D) Crosslistings: HIST 229/AFR 229
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. Issues to be explored include imperialism and its relationship to Christianity, gender, racism, and economic profit. In the second half of the course, we will examine some of the most dramatic cases of decolonization, including Gandhi and Nehru's independence movement in India, Ho Chi Minh's victory at Dien Bien Phu, and the torturous struggle for independence in Lumumba's Congo. As a transatlantic and transpacific course focusing on race relations, power and privilege, this course fulfills the EDI requirement.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on a midterm, a final exam, a 10-page research paper, and class participation Prerequisites: none; open to all Enrollment Limit: 40 Expected Class Size: 15-20 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group A Electives - Africa HIST Group B Electives - Asia HIST Group C Electives - Europe and Russia HIST Group D Electives - Latin America + Caribbean HIST Group E Electives - Middle East

Not Offered Academic Year 2016
LEC Instructor: Shanti Singham

AFR 230 Gender, Sexuality, and Global HIV/AIDS (D) Crosslistings: WGSS 230/AFR 230
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 biopower 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.
Class Format: seminar Requirements/Evaluation: two short papers and a research paper.; class participation will form part of the grade Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: Women's Gender & Sexuality Studies majors, Public Health concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: PHLH Social Determinants of Health

Not Offered Academic Year 2016
SEM Instructor: Kiaran Honderich

AFR 232 Love, Sex, Madness in Afro-diasporic Women's Writings Crosslistings: RLFR 232/AFR 232
This course explores the themes of love, sex, and madness in fiction and films by and/or about women of African descent. From the Caribbean to West Africa, from Europe to the US, these three themes function as the lenses through which women have challenged traditional ideas of citizenship, family, gender roles and political power. What, for example, is the connection between the Duvalier regime in Haiti and women's sexual desire? How does the figure of "the mad Creole woman" challenge the exportation of Victorian values to the Caribbean? How might an African woman's body be read as a site of anticolonial resistance? These are some of the questions we will work through as we examine works by Marie Vieux-Chauvet, Maryse Condé, Toni Morrison, Zora Neale Hurston, Tsitsi Dangarembga, and Chimamanda Adichie. *Conducted in English. For students seeking RLFR credit, select readings will be in French, and written work will be in French.*
Class Format: seminar Requirements/Evaluation: active class participation, weekly reading response papers, a 5- to 7-page paper and final project Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: given to French and Africana Studies majors and concentrators Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Annette Joseph-Gabriel

AFR 237(S) Religion, Politics, Culture: Islam in the United States (D) Crosslistings: REL 237/AMST 237/AFR 237

Malcolm X is likely the most prominent and influential Muslim figure in the history of the United States. His story represents two fundamental themes in the history of Islam in America: conflict between Muslims over what is "authentic" or "orthodox" Islam; and the ways that American history, politics, and culture determine the contours of "American Islam". This course will explore these two themes through an array of topics in the history of American Islam. In so doing, we will examine the complex relation between religion, politics, and culture in the United States. Beginning with the story of Malcolm X, the Nation of Islam, and other African-American Muslim movements, we will try to understand: What made Islam so appealing to millions of African-Americans throughout the 20th century? And were these genuinely "religious" and "Islamic" movements, or just racial/political "black nationalist" movements in the guise of religion? What counts as legitimately "Islamic", and who gets to decide? We will then move into the latter half of the 20th century and the post-9/11 debates over authentic Islam. What happened to American Muslim communities and organizations after the waves of post-1965 immigration from Muslim countries? How have debates about Muslim identity shifted over time, from being configured in terms of black separatism, to transnational/diasporic identity, to the attempts at articulating an indigenous "American-Muslim" identity? How have national narratives around 9/11 and the "War on Terror" impacted these debates over identity and "true Islam"? And how have these debates intersected with gender, racial, and ethnic politics?
Throughout the course, we will be studying historical and anthropological material, autobiographies, novels, documentaries, films, and social media. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and age.
Class Format: seminar **Requirements/Evaluation:** in-class participation and presentations; 3 short essays; final project **Prerequisites:** none **Expected Class Size:** 12 **Enrollment Preferences:** none
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Zaid Adhami

AFR 240 Introduction to the Music of Duke Ellington (W) Crosslistings: MUS 251/AFR 240
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 relationships between his music and parallel stylistic developments and influences from both within and outside of the jazz tradition will be discussed.
Class Format: lecture **Requirements/Evaluation:** 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 **Prerequisites:** ability to read music notation **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Jazz ensemble members and Music majors **Dept. Notes:** MUS Group A Electives—class of 2016 **Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Andrew Jaffe

AFR 242 Introduction to the Music of John Coltrane (W) Crosslistings: MUS 252/AFR 242
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.
Class Format: lecture **Requirements/Evaluation:** evaluation based on in-class participation and preparation, quizzes on assigned readings, midterm, final examinations and a final paper **Prerequisites:** MUS 103 and/or 203 strongly recommended; musical literacy sufficient to deal with the material and /or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** musically literate students and Music majors **Dept. Notes:** MUS Group A Electives—class of 2016 **Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR **Extra Info:** 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
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Andrew Jaffe

AFR 245 "Queering the Color Line": Queer Black and Latina/o Literature (D) Crosslistings: LATS 245/COMP 249/WGSS 247/AFR 245/ENGL 245
This class takes part of its title from Siobhan Somerville's critical study published in 2000, and takes its cues, as Somerville has, from W.E.B Dubois's statement in *The Souls of Black Folk* that "the problem in the Twentieth Century is the problem of the color line." Thus, in this course, we will ask: How have Black and Latina/o critics and writers developed, critiqued, and re-imagined queer literature and queer studies to address the complexities of racialization, as well as gender, sexuality, class, disability, and citizenship? This question, and our examination of the politics of self-identification and confessionary forms, will guide our discussions throughout the course. Texts may include works by James Baldwin, Rigoberto Gonzalez, Jackie Kay, Cherrie Moraga, Cristy Road, and Tatiana de la Tierra, in addition to selections from the anthologies *Black Queer Studies*, *Gay Latino Studies: A Critical Reader*, *This Bridge We Call Home: Radical Visions for Transformation*, and others that will be available in a course reader.
Class Format: seminar **Requirements/Evaluation:** students will be evaluated based on participation, short essays, and a final group presentation on the queering of contemporary pop culture **Prerequisites:** none **Enrollment Limit:** 18 **Expected Class Size:** 16 **Enrollment Preferences:** Latina/o Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under LATS, AFR or WGSS **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Alma Granado

AFR 248 The Caribbean: From Slavery to Independence (D) Crosslistings: AFR 248/HIST 248
This course explores the history of the Caribbean from the eighteenth to the twentieth centuries, focusing on a comparative approach to British, French, Spanish, and American rule in the region. It will concentrate on the history of Jamaica, Haiti, Cuba and Puerto Rico. Topics to be covered include: comparative slave systems; plantation economies; revolution, rebellion and resistance; voodoo and slave religions; indentured labor and intra-Caribbean migration; free persons of color, mulattoes, and West Indian color hierarchies; class and color; trade unionism; communism; the independence movements; the failed West Indies Federation, CARIFTA and CARICOM; Black Power; women in the contemporary Caribbean; migration; and the legacies of slavery and colonialism.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, a midterm and final examination, and a 10- to 12-page research paper **Prerequisites:** none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Africana Studies concentrators; History majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group P Electives - Premodern LATS Countries of Origin + Transnationalism Elect MAST Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Shanti Singham

AFR 253 Comparative Race and Ethnic Politics Crosslistings: PSCI 253/AFR 253
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 Format: seminar; class time will be divided between lectures and class discussions **Requirements/Evaluation:** two 6- to 8-page response papers, a take-home final exam, reading evaluations and class participation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** sophomores and juniors
Distributional Requirements: Division 2
Other Attributes: ASAM Related Courses POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
SEM Instructor: Candis Smith

AFR 256(S) Politics of Africa Crosslistings: PSCI 243/AFR 256
This course provides an introduction to the politics of contemporary Africa, emphasizing the diversity of African politics. It seeks to challenge the widespread image of African politics as universally and inexplicably lawless, violent, and anarchic. We begin by examining the colonization of Africa, nationalist movements, and patterns of rule in the first 30 years of independence. From there, we analyze the causes, achievements and limitations of the recent wave of political liberalization across Africa. We then consider patterns of economic development in Africa. Finally, we examine China's growing expansion into Africa and ask whether this is a new colonialism.
Class Format: lecture/discussion **Requirements/Evaluation:** class discussion, four short papers and final exam **Prerequisites:** none **Enrollment Limit:** 35 **Expected Class Size:** 30 **Enrollment Preferences:** sophomores, Political Science majors and Africana Studies concentrators
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Spring 2016
LEC Section: 01 Cancelled

AFR 258(S) The Rhetoric(s) of Black Religious Traditions Crosslistings: AFR 258/REL 258
This course will introduce students to the rich religious expressions of Black Americans through their rhetorical traditions. We will begin with a survey of rhetorical productions like sermons, music, and other forms of public address in the historical literatures on Black religions. Our review will yield some of the primary themes of Black religious experiences—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 commodification alter rhetorical practices.
Class Format: lecture **Requirements/Evaluation:** evaluation in this course will be based upon class participation, response papers, one 8¿page paper, and a formal group presentation **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** none
Distributional Requirements: Division 2

Spring 2016
LEC Section: 01 TF 02:35 03:50 Instructor: VaNatta Ford

AFR 259 Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World (D) Crosslistings: ARTH 259/AFR 259/ARAB 259
From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and

Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.
This course fulfills EDI requirements through its exploration of the cross-cultural strategies used by Islam to interact with, respond to, and manifest itself within established African expressive traditions.
Class Format: lecture **Requirements/Evaluation:** two reading response papers (2 pages each), a term paper (8-10 pages) with class presentation, a mid-term exam, and a final exam **Prerequisites:** none, although an introductory course in art history or Islamic studies would be useful **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** if the course is oversubscribed, preference will be given to students who have declared a major in Art History or Africana Studies **Distribution Notes:** meets Division 1 requirement if registration is under ARTH or ARAB; meets Division 2 requirement if registration is under AFR **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives ARTH Middle East, Asia and Africa Courses GBST African Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Michelle Apotsos

AFR 270(S) Digital Diaspora: Interrogating Race, New Media, and Black Cultural Production Online
Diaspora as a concept can be examined as a distinct community, a geographic positioning, and as a set of social movements and rhetorical practices. How does globalization via information technology (mobile devices, Internet, smart-objects), trouble this form of identity-making?
This course explores digital experiences in the Africa Diaspora and discusses the intersection of race and new media. We will examine black aesthetics in technology use (voice, mobile devices, Twitter), development of black virtual communities (Instagram, Black blogosphere), and digital crises and racial panics (#blacklivesmatter, Jenna 6). We will also discuss and critique Africa's 'leap-frogging' into modernity via IT; and older traditions of science and technology emerging out the black experience.
Students will be active in leading the discussion, which will take place via physical and digital mediums. Evaluation will be based on contribution in the physical classroom and online. Projects and assignments will attempt to foster data literacy and skills-building, using open source tools to engage with contemporary social problems. There will be weekly readings and assignments. No prior knowledge of coding required. Students must have regular access to a computer, Web camera, and headphones.
Class Format: seminar **Requirements/Evaluation:** weekly reading, weekly short assignments, one midterm paper (7-10 pages) and a final project (for example, building a Web site or designing a mobile app) **Prerequisites:** none; no need for background in programming **Enrollment Limit:** 12 **Expected Class Size:** 12 **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2016
SEM Section: 01 Cancelled

AFR 272(F) Africa + the Internet: Producing Global Citizenship (D) Crosslistings: AFR 272/GBST 272/ANTH 274
This course theorizes 'Internet citizenship' as a new form of belonging based on participation in a global network of information rather than location or nationality. In a world mapped differently by technological, social and economic divides, how can New Media generate mutuality? Orienting globalization from the South, we will explore cosmopolitan- and cyber-cultures of today's Africa: Points of departure will be case studies in expressive culture and digital research in sites such as Ghana, Kenya, South Africa, Nigeria, and more, as well as in the contemporary African diaspora.
You will critique notions of the Network Society and develop skills in digital storytelling, visual design, and online tool making. Students will not only interact with each other online, but working with virtual communities external to Williams, develop a final tech project that produces Internet Citizenship. Portions of this course will be conducted in an online format via video discussion and interactions on a Web site. Students must have regular access to a computer and Web camera. Students will be evaluated for their attendance and participation, weekly reading and responses, and a final projects portfolio. No prior knowledge of coding required.
Class Format: seminar **Requirements/Evaluation:** weekly reading and short writing assignments, one 7- to 10-page paper, two major tech-based projects (for example, designing an app, creating a viral media campaign) **Prerequisites:** none **Enrollment Limit:** 8 **Expected Class Size:** 8 **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity

Fall 2015
SEM Section: 01 Cancelled

AFR 280 African American History: An Introduction (D) Crosslistings: HIST 280/AFR 280
This course provides a survey of African American History from the earliest importation and migration of Africans to North American 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on three short papers, a take-home final exam, and performance in in-class discussions and assignments **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20-30
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
LEC Instructor: Gretchen Long

AFR 281(S) African-American History, 1619-1865 (D) Crosslistings: HIST 281/AFR 281
This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The course demonstrates how economically, culturally, and politically, African Americans shaped and were shaped by the historical landscape of the nation.
The experience of enslavement necessarily dominates this history, and it is the contours and nuances of slavery—and the development of racial classifications—that give this course its focus. But with a attention centered on African Americans, the course also explores African cultural influences, the significance of gender, the lives of free blacks, and the cultural and intellectual significance of the abolitionist movement. The course closes on the themes that emerge from the war between the states, and on the meaning of freedom and emancipation. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential. 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on short papers, a midterm exam, a final exam, brief in-class writing assignments, and class participation **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 20-25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2016
LEC Section: 01 MWF 08:30 09:45 Instructor: Gretchen Long

AFR 282(F) African-American History From Reconstruction to the Present (D) Crosslistings: HIST 282/AFR 282
This course introduces students to the significant issues that shaped African-Americans' historical experiences from Reconstruction to the end of the twentieth century: the changing meanings of freedom, equality, and rights; the intersections of ideology and activism; the links among local, regional, and national organizations; the political culture of black institutional and organizational life; the struggle against Jim Crow and for human and civil rights; migration and urbanization; and resistance and protest.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, three papers **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20-25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Leslie Brown

AFR 299(S) Rastafari: Dread, Politics, Agency Crosslistings: AFR 299/PSCI 233/REL 261
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.
Class Format: lecture **Requirements/Evaluation:** attendance and participation, weekly reading e-response papers, two short essays, and a group lyrics and politics final project **Prerequisites:** none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Africana Studies concentrators and majors in Political Science and Religion **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Neil Roberts

AFR 300 Lessons of 'The Game': The Wire and American Culture Crosslistings: AFR 300/AMST 300/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*. Due to its attention to crime, drug addiction, violence, and urban decay, this course is a part of the Gaudino Danger Initiative.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on 2-3 short papers (5-7 pages), and a final written project (10 pages) **Prerequisites:** none **Enrollment Limit:** 50 **Expected Class Size:** 50 **Enrollment Preferences:** none **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Not Offered Academic Year 2016
LEC Instructor: James Manigault-Bryant

AFR 301(F) Experimental African American Poetry Crosslistings: AMST 307/COMP 311/AFR 301/ENGL 327
Contemporary African American poets in various cities and towns across the nation—from New York City to Los Angeles, from Berkeley to Durham, N.C.—are currently producing a vibrant

and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. This formally innovative poetry defamiliarizes what we normally expect of "black writing" and pushes us to question our assumptions and presumptions about black identity, "identity politics," the avant-garde (for example, is it implicitly raced?), formalism, socially "relevant" writing, the (false) dichotomy of form versus content, the black "community," digital poetics, and other issues of race and aesthetics. We will examine the writings of living poets, who range widely in age, and those of their avant-garde predecessors in the twentieth century. We will also be making links between this poetry and African American music and visual art.
Class Format: seminar Requirements/Evaluation: two papers (6-8 pp., 8-10 pp.), short response papers, oral presentation, and class participation Prerequisites: none, though at least one previous literature course preferred Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: American Studies majors Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
SEM Section: 01 M 07:00 09:40 Instructor: Dorothy Wang

AFR 302(S) Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life Crosslistings: AFR 302/COMP 309
Often viewed as the "dirty laundry" of the Black American past, colorism, or skin color bias, is a pervasive force within modern global society. Although it is not a new issue, its impact is far reaching and continues to have damaging effects on people of color-especially members within the African Diaspora. From skin bleaching creams like "Whitenicious" to rap music's fetishization of light-skinned women, colorism is a very real and present issue affecting Black life. From the literary works of Wallace Thurman and Toni Morrison, to the lyrics of blues crooner Big Bill Broonzy and rapper Lil Wayne, we will analyze the many ways that the politics of color influence standards of beauty and attractiveness, perceptions of behavior and criminality, and economic attainment and stability.
Class Format: seminar Requirements/Evaluation: evaluation in this course will be based upon class participation, response papers, one 6- to 8-page paper, and a formal class presentation Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under AFR; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2016
SEM Section: 01 TR 08:55 09:45 Instructor: VaNatta Ford

AFR 303(F) A History of Islam in Africa Crosslistings: HIST 303/REL 303/AFR 303/ARAB 303/GBST 303
This course examines the history of Islam in Africa from the seventh century to the present. We will start off by looking at the spread of Islam in different parts of Africa. We will then analyze the social, political, economic, and cultural impact of Islam on African societies, the interaction between Islam and indigenous African institutions, the Islamic revolutions in the nineteenth century, the impact of European colonial rule on Muslim societies, and the development of Islam in the post-independence period. We will also examine how African Muslims reconstructed and asserted their religious identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms, and formal and informal religious festivals. By the end of the semester students should be able to appreciate Islam's common framework as well as its diversity and dynamics within that larger framework and over time.
Class Format: seminar Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25
Enrollment Preferences: lottery
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives HIST Group A Electives - Africa

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Kenda Mutongi

AFR 304(S) South Africa and Apartheid (D) Crosslistings: HIST 304/AFR 304
This course introduces students to the spatial, legal, economic, social and political structures that created Apartheid in South Africa, and to the factors that led to the collapse of the racist order. We will examine the many forms of black oppression and, also, the various forms of resistance to Apartheid. Some of the themes we will explore include industrialization and the formation of the black working classes, the constructions of race, ethnicities and sexualities, land alienation and rural struggles, township poverty and violence, Black education, and the Black Consciousness Movement. 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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation and three short papers Prerequisites: none; open to first-year students with instructors permission Enrollment Limit: 25 Expected Class Size: 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST African Studies Electives HIST Group A Electives - Africa JLST Enactment/Applications in Institutions

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Kenda Mutongi

AFR 305 The Sociology of Black Religious Experience Crosslistings: AFR 305/REL 315/SOC 305/AMST 305
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.
Class Format: seminar/discussion Requirements/Evaluation: evaluation will be based upon class participation, 2-3 short papers, and a final research paper Prerequisites: none; open to all Enrollment Limit: 15 Expected Class Size: 10 Enrollment Preferences: Africana Studies concentrators and Anthropology/Sociology majors Dept. Notes: 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
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: James Manigault-Bryant

AFR 306 Queer of Color Critique: Race, Sex and Urban Life (D) Crosslistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304
This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter-racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.
Class Format: discussion/lecture Requirements/Evaluation: mid-term essay, choice of final exam essay or 8-10 page research paper, responses to performance/special events
Prerequisites: none Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: Women's Gender & Sexuality Studies majors or prospective majors
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives ASAM Related Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Gregory Mitchell

AFR 307 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War Crosslistings: RLFR 309/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 Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zafzaf, Ahmed Bouzfour, Soumaya Zahy and Abdelhak Serhane among others.*Conducted in French.*
Class Format: lecture/discussion Requirements/Evaluation: active class participation, reading journal, two short papers, an oral presentation and a final paper Prerequisites: RLFR 201, 202 or 203 or permission of instructor Enrollment Limit: 20 Expected Class Size: 20
Enrollment Preferences: French majors and those with compelling justification for admission
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives GBST African Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Katarzyna Pieprzak

AFR 308 Gender and Society in Modern Africa Crosslistings: HIST 308/WGSS 308/AFR 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."
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation and three short papers Prerequisites: none; open to first-year students with instructors permission Enrollment Limit: 25 Expected Class Size: 15-20
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives HIST Group A Electives - Africa WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
LEC Instructor: Kenda Mutongi

AFR 309(F) Scriptures and Race Crosslistings: REL 309/AFR 309/LATS 309
This course focuses on the relationships between constructions of race in the post-1492 American world and "Christian scriptures." The big questions of the course examine the ways that contestations of power are intertwined with the making of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, and yet their conceptualization has often been embroiled in the hopes and traumas of everyday life in the Americas. 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, their communities, and their relationship to religious and racial "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 and lived experiences of race have informed the concept of scriptures as well as practices of scriptural interpretation.

Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based upon participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final essay **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15
Distributional Requirements: Division 2
Other Attributes: LATS Core Electives

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Jacqueline Hidalgo

AFR 310(F) Womanist/Black Feminist Thought **Crosslistings:** AFR 310/REL 310/WGSS 310/AMST 309
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20
Enrollment Preferences: Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2015
LEC Section: 01 M 07:00 09:40 Instructor: Rhon Manigault-Bryant

AFR 311 Black Ministerial Imaginations: Griots, Athletes, and Maestros **Crosslistings:** AFR 311/REL 311
In one of the most memorable lines from the classic Souls of Black Folk, W. E. B. Du Bois described the Black minister as "the most unique personality developed on U. S. soil." This course will draw from Du Bois's social-psychological portrait of the minister to explore how the ministerial personality appears across a number of social arenas beyond the religious sphere, including politics, sports, and music. We will investigate the complex social dynamics of race and gender surrounding Black ministerial expressions, such as Barack Obama's campaign for the U.S. presidency; Mike Singletary's career as a Hall of Fame linebacker for the Chicago Bears, motivational speaker, and Head Coach for the San Francisco 49ers; and John Coltrane's "A Love Supreme."
Class Format: discussion **Requirements/Evaluation:** evaluation will be based upon class participation, a few short papers, and a final research paper **Prerequisites:** none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators **Dept. Notes:** 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
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: James Manigault-Bryant

AFR 312 Francographic Islands (D) **Crosslistings:** RLFR 312/COMP 312/AFR 312
Utopia, paradise, shipwreck, abandonment, exile, death. Man's fascination and obsession with the island as place of discovery, beauty and imprisonment stretches across the centuries. In this class, we will read French literary and imagined islands alongside islands constructed by Francophone Caribbean, Indian Ocean and non-Western writers in French. What 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 Edouard Glissant. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, weekly response papers, midterm essay and final essay **Prerequisites:** open to students who have taken a literature course in RLFR at Williams, or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** French majors and certificate candidates, Comparative Literature majors, and Africana Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Katarzyna Pieprzak

AFR 313(F) A History of an African City **Crosslistings:** HIST 307/AFR 313/ENVI 306
The city of Nairobi was founded solely to serve the needs of white colonials and settlers. Fifty years later—in the 1960s—it had become dominated by Africans and is now, in the 21st Century, a major global city with over 4 million people. This course will trace the history of Nairobi from the 19th century to the present.
We will focus on the city's political and economic development, its racial conflicts, as well as the daily experience of various groups of city dwellers. We will also look at the growth of the city's physical infrastructure—its transportation, housing, trade, and labor networks. Students will also get a chance to read about the various artistic movements in Nairobi, focusing especially on music, theater, and street performances.
Class Format: lecture **Requirements/Evaluation:** two 7-page papers and one 12- to 15-page paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25
Enrollment Preferences: seniors; History majors
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives GBST Urbanizing World Electives HIST Group A Electives - Africa

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Kenda Mutongi

AFR 314(F) Groovin' the Written Word: The Role of Music in African American Literature
Crosslistings: AFR 314/AMST 314/COMP 321/ENGL 314
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 3-page paper, one 6- to 8-page paper comparing two works, one in-class spoken word performance with 2-page report, final presentation **Prerequisites:** none; open to all **Enrollment Limit:** 20 **Expected Class Size:** 15 **Distribution Notes:** meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP or ENGL
Extra Info: not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Rashida Braggs

AFR 315 Blackness 2.0: Race, Film and New Technologies **Crosslistings:** AFR 315/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; blogosphere politics; social networking; gaming and the virtual world; activism on the web; and fandom in the twitter era.
Class Format: seminar **Requirements/Evaluation:** evaluation based on class participation, maintenance & update of a personal blog (including weekly reading-related posts), & the design of a final, original multimedia project explicitly connected to race & new media/race & new technologies **Prerequisites:** none **Enrollment Limit:** 13 **Expected Class Size:** 13
Enrollment Preferences: Africana Studies concentrators **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Rhon Manigault-Bryant

AFR 316 Sacred Cinema: Black Religion and the Movies **Crosslistings:** AFR 316/REL 265/AMST 316
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.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation and film viewings, film analyses, a Comic Life midterm project, and the completion of an original multimedia narrative **Prerequisites:** none **Enrollment Limit:** 13 **Expected Class Size:** 13
Enrollment Preferences: Africana Studies concentrators, Religion majors
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
LEC Instructor: Rhon Manigault-Bryant

AFR 317(S) Black Migrations: African American Performance at Home and Abroad
Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A
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. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.
Class Format: seminar/discussion Requirements/Evaluation: evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report
Prerequisites: none; open to all Enrollment Limit: 15 Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Rashida Braggs

AFR 318T Declining Significance of Race and Racism in U.S. Politics? (W)
Crosslistings: PSCI 318/AFR 318/SOC 318
Historically, America has faced a dilemma. On one hand, the United States was founded on the principles of liberty and equality, and consequently the American ethos is largely characterized by individualism and egalitarianism. On the other hand, the U.S. has faced and continues to be challenged with matching its expectations and ideals of itself with reality, as there are on-going inequalities based on race, gender, religion, and sexuality. Nonetheless, one would have difficulty in arguing that American society has not improved at all, especially over the past half-century. The U.S. government — via Congress, the Supreme Court, and Executive Orders of various Presidents — has improved the well-being and status of racial minorities. Further, the overwhelming majority of American citizens eschew racist language and attacks on racial and ethnic minorities. Some would argue that the election of the United States — first Black president is a clear indication that the country is approaching — if not already realizing — its post-racial, American Dream. But, scholars who have tried to measure the significance, impact, and effect of race on American politics are currently engaged in a highly contested debate on the extent to which racism has declined in this society. In this tutorial, we will explore a variety of debates concerning the role of race in American society and American Politics. Have racial attitudes improved over the past 60 years or has the language of racial animus simply changed over that time? Are racial minorities failing to live up the opportunities provided to them by the U.S. Constitution and various other laws or are there structural barriers that are too high for them to overcome? Is the election of minority leaders in majority white districts a sign that racial attitudes have an insignificant influence on candidate evaluation and elections or have minority candidates deracialized their campaigns in a way that may ultimately disserve minority groups? These are just a few of the questions we will consider. Students will be exposed to texts on at least two sides of various debates.
Class Format: tutorial Requirements/Evaluation: five 5-page essays, five 2-page response papers; one final 5-page reflection essay Prerequisites: none Enrollment Limit: 10
Expected Class Size: 10 Enrollment Preferences: seniors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSCI American Politics Courses

Not Offered Academic Year 2016
TUT Instructor: Candis Smith

AFR 319 Ethnographic Approaches to Africana Studies Crosslistings: AFR 319/SOC 319/AMST 319
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.
Class Format: seminar Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 15 Expected Class Size: 10
Enrollment Preferences: Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Rhon Manigault-Bryant

AFR 320 Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture
Crosslistings: AFR 320/AMST 320/WGSS 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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on attendance/participation, short response papers, and a midterm and final portfolio
Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: Women's Gender & Sexuality Studies majors and Africana Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Rhon Manigault-Bryant

AFR 321 Trending Black: Race & Social Media in the 21st Century
The 21st Century ushered in new and exciting ways for people to communicate digitally. With the creation of social media outlets like Facebook, Twitter, Instagram, and more recently Vine, connecting with the world is literally one click, or selfie away. Though much of the attention around social media is focused on people with race and educational privilege, people of color have created their own spaces to curate, articulate, and produce culture. Through the methods of rhetorical criticism, critical discourse analysis, cultural criticism and ethnography, we will investigate the ways Africana cultures, specifically in the United States, utilize social media to shape community and influence popular culture. This course will give students hands-on experience analyzing various texts, and a deeper understanding of rhetorical methodologies.
Class Format: seminar Requirements/Evaluation: evaluation will be based upon class participation, response papers, and a final research project Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: VaNatta Ford

AFR 322 Race, Culture, Incarceration (D) (W) Crosslistings: INTR 322/PSCI 313/AFR 322/AMST 322
This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the Untied States.
Class Format: seminar Requirements/Evaluation: brief analytical papers and group presentations. Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Joy James

AFR 323 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
Crosslistings: AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356
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 and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.
Class Format: seminar Requirements/Evaluation: 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)
Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: none Dept. Notes: this course is part of the Gaudino Danger Initiative
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under ARTH, COMP or ENGL Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Rashida Braggs

AFR 324 Contemporary Art of the African Diaspora Crosslistings: AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324
This course explores the visual arts of the contemporary African Diaspora from the Caribbean, Islamic Mediterranean, Europe, and the United States. The first half of the course examines art historical and anthropological theories utilized in analyses of global contemporary art. The second half of the course uses original works from WCMA's permanent collection and the exhibition Fathi Hassan: Migration of Signs to consider areas of convergence and divergence in the practices of artists from the Atlantic and Islamic worlds.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, response papers, and 10-12 page final paper Enrollment Limit: 10 Expected Class Size: 10 Distribution Notes: meets Division 1 requirement if registration is under COMP or ARTH; meets Division 2 requirement if registration is under AFR, ARAB or ANTH
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives ARTH Middle East, Asia and Africa Courses ARTH post-1600 Courses GBST African Studies Electives GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Maurita Poole

AFR 325(F) Television, Social Media, and Black Women 'Unscripted' Crosslistings: AFR 325/WGSS 325
Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television

shows they star in, the TV shows they have created, or the social media presence they have developed—these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.
Class Format: seminar **Requirements/Evaluation:** evaluation in this course will be based upon class participation, response papers, one 10 page paper, and a formal class presentation **Prerequisites:** none **Enrollment Limit:** 13 **Expected Class Size:** 12 **Enrollment Preferences:** first, second, third, and fourth year students. If over enrolled, preference will be given to third and fourth year students
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: VaNatta Ford

AFR 326(S) Gender, Race, and the Power of Personal Aesthetics (D) Crosslistings: LATS 313/AMST 313/WGSS 313/AFR 326
This course focuses on the politics of personal style among 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 including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and 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," "Arab American" 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 activist strategy challenge traditional understandings of feminist political activity?
Class Format: seminar **Requirements/Evaluation:** participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam **Prerequisites:** LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses LATS Comparative Race + Ethnic Studies Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Maria Elena Cepeda

AFR 328(F) Revolt and Revelation in 20th-Century Americas (D) Crosslistings: LATS 328/AFR 328/AMST 329/REL 223
Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutierrez asked "Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?" Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of "God-talk" broadly termed "liberation theologies" that critiqued and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings—such as those of Gutierrez—and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, México, Perú, and the United States of America between 1960-2000. This EDI course examines issues of social and institutional power relations that influence particular religious formations as well as the way religious formations respond to and structure social and institutional power relations
Class Format: lecture/discussion **Requirements/Evaluation:** this course will be mostly discussion, with grading based upon participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 8- to 12-page final essay **Prerequisites:** none **Enrollment Limit:** none **Expected Class Size:** 10 **Enrollment Preferences:** majors and concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: LATS Core Electives

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Jacqueline Hidalgo

AFR 332 Hiphop and The Changing Same: African American Consciousness And Music 1925—2015 Crosslistings: AFR 332/COMP 332
In Amiri Baraka's book Black Music and especially in its pivotal 1967 essay 'The Changing Same—R&B And The New Music" he examines the musical and political complementarity of the most experimental jazz of the 60s and the most socially conscious rhythm and blues of the day. Baraka proposed a populist modernism that would unite the most commercial and the most avant-garde streams of Black Music. The goal was to forge what Baraka called a Unity Music—one that would esthetically mirror and presage an ideal unification of divergent African American political philosophies and protest movements.
The notion that Black Music could play a vital role in the pursuit of social justice gained popular and vocal modernist proponents during the 1920s Harlem Renaissance via Louis Armstrong and Duke Ellington, The Bebop Generation of Billie Holiday, Charlie Parker, Thelonius Monk, Dizzy Gillespie and Mary Lou Williams, Miles Davis and Max Roach who followed Ellington and Armstrong built upon their innovations and anti-racist stances. The Beboppers have been described as the "forerunners of the Civil Rights movement" for their stance towards discrimination and radical experimentation. The post-bop and freedom jazz musicians such as Sun Ra, John Coltrane and Ornette Coleman, who carried the baton for freedom jazz in the late 50s and 60s came to sonically represent the fire and fury of the Civil Rights and Black Power movements. Through Baraka's own creative and rhetorical interventions their music became the artistic standard bearers of the Black Arts Movement. The socially conscious R&B and Funk of the 1970s as parlayed by bands such as Earth Wind and Fire, Parliament-Funkadelic, Rufus, War and Mandrill fused the energy of freedom jazz with the populist modernism of funk avatars James Brown, Curtis Mayfield, Jimi Hendrix and Sly Stone. Their work greatly influenced global pop insurgents such as Bob Marley and The Wailers and Fela Kuti who wrought critical hybrids of indigenous and imported forms to speak truth to power in their homelands, and beyond.
Hiphop culture inherited the popular modernist mantle and openly radical-activist imperative jazz had largely abandoned by the 1990s. As hiphop evolved in that decade it became a platform for new alignments of art, commerce and politics. Novel tensions emerged between the culture's pro-capitalist instincts and its desire to represent African American working class struggle. Hiphop music in Africa simultaneously blossomed as a vehicle for anti-oppression and anti-corruption activism.
The course will draw heavily upon Baraka's seminal books *Blues People and Black Music*, alongside David Levering Lewis' *When Harlem Was In Vogue* Tricia Rose's *Black Noise* and Jeff Chang's *Can't Stop Wont Stop* to revisit and re-interrogate these historic epochs when music, politics and the marketplace converged to transform the relationships between activism, mass-culture-industry production and the social consumption of music. Examination of the role music has played in forwarding and complicating African American social justice movements will be the paramount focus.
Class Format: lecture **Requirements/Evaluation:** two 5- to 7-page papers and a final 10- to 20-page paper/project **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Africana Studies concentrators **Distribution Notes:** meets Division 2 requirement if registration is under AFR ; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
LEC Instructor: Gregory Tate

AFR 334(F) Theories of Political Struggle: Anti-Black Racism and the Obama Administration Crosslistings: INTR 334/AFR 334/PSCI 335
This seminar reviews contemporary theories of "anti-black racism"; their articulation or assimilation within current political movements and mobilizations; and the influence and impact such theories—expressed in and/or as activism—have on the racial justice programs and civil rights policies of the Obama Administration.
Legal theory, "Afro-pessimism," black feminist/queer theory are forms of radical thought shaping political discourse and influencing new advocacy formations (e.g. the Black Women¿s Blue Print and #BlackLivesMatter); these new democracy advocates have in turn shaped the public rhetoric and policy initiatives of a black presidency as it grapples with multiculturalism and racial animus.
Focusing on social and legal theory and the Obama Administration, this seminar uses the works of Hortense Spillers, Evelyn Hammonds, Toni Morrison as well as: Frank Wilderson's *Red, White and Black: Cinema and the Structure of US Antagonisms*; Jared Sexton's *Amalgamation Schemes*; Lewis Gordon's *Bad Faith and Anti-Black Racism*; Saidiya Hartman's *Scenes of Subjection*; Orlando Patterson's *Slavery and Social Death*; Derrick Bell's *Faces at the Bottom of the Well*; Dennis Childs's *Slaves of the State*; Assata Shakur's *Assata: An Autobiography*; Cheryl Harris's *Whiteness as Property*.
Class Format: seminar **Requirements/Evaluation:** 1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%);Weekly student presentations consist of 15minutes of analysis with written summaries and Q/A. **Prerequisites:** familiarity with one of the following: critical race theory; Africana/Black studies; feminist anti-racist political movements **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** if over enrolled students will be asked to submit a paragraph on their research interest relevant to the seminar. **Extra Info:** 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper.
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 M 07:00 09:40 Instructor: Joy James

AFR 338T Garveyism (W) Crosslistings: AFR 338/PSCI 338/LEAD 338
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; notions of leadership; 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 Rastafari; women in the Garvey movement; and Garveyite strategies for forging models of political solidarity in dark times.
Class Format: tutorial **Requirements/Evaluation:** attendance, five 5-page essays, five 2-page critiques, and one 1-page essay for the final class **Prerequisites:** none; open to all **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
TUT Instructor: Neil Roberts

AFR 343T(F) Representations of Racial-Sexual Violence from Enslavement to Emancipation (D) (W) Crosslistings: INTR 343/WGSS 343/AFR 343/AMST 343
This tutorial examines representations of and resistance to racial-sexual violence from enslavement to post-emancipation and contemporary culture in the United States. Texts include: legal articles; historical analyses such as D'Emilio et al., Intimate Matters; Hartman, Scenes of Subjection; Smith, Killers of the Dream; McGuire, At the Dark End of the Street; and films such as Griffith, Birth of a Nation; Micheaux, Within Our Gates; Gerima, Bush Mama. The primary focus is on black life, vulnerability to violence and mobilization for freedom during antebellum, postbellum/Reconstruction years of the 19th century; and 20th century convict prison lease system, Jim Crow segregation, mass incarceration.
Class Format: tutorial **Requirements/Evaluation:** weekly primary and response papers **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** American Studies and Women's Gender & Sexuality Studies majors and Africana Studies concentrators **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive

Other Attributes: AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2015
TUT Section: T1 TBA Instructor: Joy James

AFR 346 History of Modern Brazil (D) Crosslistings: HIST 245/AFR 346
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 booster-ish 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers, and a final exam **Prerequisites:** none; open to first-year students with instructors permission **Enrollment Limit:** 40 **Expected Class Size:** 15-20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2016
LEC Instructor: Roger Kittleson

AFR 350(S) Organizing Resistance: Black Activism, Then and Now (D)
This Africana class will be an experiential learning class designed both to study and to do activism as a way of learning how to be effective organizers in the Black world today. Our study component will focus on important past organizations and movements—Fannie Lou Hamer and the organizing of the Mississippi Freedom Summer and "Freedom Democrats" challenge to the Democratic Party, The Student Non-Violent Coordinating Committee, The National Welfare Rights Organization, The Poor People's Budget, The Free Breakfast Program of the Black Panther Party—with an eye towards understanding how they actually organized and determining their successes and failure. The activism component of the class will include work in Pittsfield and/or Albany—with immigrant rights group, prison rights organizations, educational entities—and we will take a Spring break activism trip (for one of our two weeks off), either to Ferguson, Missouri, or to Florida to continue work on environmental justice already in place via Africana WS 25. We will also be exploring online activism, especially in relationship to the growing activism against police and other racist violence in Ferguson, Missouri, Sanford, Florida, Oakland, California and New York City. This Africana Studies course is an EDI course focusing on the experiences and expressions of the culturally diverse peoples of African descent in the United States, as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. hierarchies of race, culture, gender, and class.
Class Format: seminar **Requirements/Evaluation:** two short 5-page papers; final portfolio and/or final paper; class participation **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators; interested students need to email me early in the Fall 2015 semester (by October 15) explaining why they want to take this course; an oral interview may follow
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora JLST Interdepartmental Electives

Spring 2016
SEM Section: 01 M 07:00 09:40 Instructor: Shanti Singham

AFR 360(F) The Political Thought of Frantz Fanon (W) Crosslistings: AFR 360/PSCI 370/PHIL 360/LEAD 360
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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Fall 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Neil Roberts

AFR 364(F) History of the Old South Crosslistings: HIST 364/AFR 364/AMST 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.
Class Format: discussion **Requirements/Evaluation:** evaluation based on class participation, two papers of moderate length, and a comprehensive final examination
Prerequisites: none; open to first-year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Charles Dew

AFR 365 History of the New South Crosslistings: HIST 365/AFR 365/AMST 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.
Class Format: discussion **Requirements/Evaluation:** evaluation based on class participation, 2 papers of moderate length, and a comprehensive final examination
Prerequisites: none; open to first-year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
LEC Instructor: Charles Dew

AFR 366(F) African American Urban History Crosslistings: HIST 370/AFR 366
In the mid twentieth century, "inner city" became synonymous with poor African Americans living in the urban centers of the industrial North and West. However, urban African American history stretches back to before the Declaration of Independence. African Americans built and dwelled in great cities North and South. This course will explore the history of African Americans in places like New York, Savannah, Chicago, Miami, and Oakland. We will explore such themes as slavery and freedom in cities, migrations to cities in the early 20th century, the shape of Jim Crow in the North, and the contention over the definition of "black" as Caribbean and African migrants came to urban centers after 1960. We will pay particular attention the history of black urban culture and style, reading texts on fashion, music, dance, and leisure. Students will write one book review (2-3 pages), do an oral presentation, and write two papers. One brief research paper (7-10 pages) and one historiographic essay (7-10 pages).
Class Format: seminar **Requirements/Evaluation:** one short book review, one brief research project (7-10 pages), and one historiographic essay **Prerequisites:** none
Enrollment Limit: 25 **Expected Class Size:** 20 **Enrollment Preferences:** Africana Studies concentrators and History majors
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Fall 2015
SEM Section: 01 Cancelled

AFR 367(S) Race and Inequality in the American City Crosslistings: LEAD 313/HIST 385/AMST 367/AFR 367
In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services—-social problems borne primarily by people of color. This course will examine social inequalities in American cities from the Second World War to the present, with particular attention to the racialization of these inequalities. Among the topics we will cover are: housing and employment discrimination; deindustrialization; urban renewal; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and environmental sustainability. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? In the written assignments, students will apply scholarly knowledge to propose a public history exhibit and to weigh in on a contemporary urban issue in the form of an op-ed piece.
Class Format: seminar **Requirements/Evaluation:** two short (5-6 page) essays and a longer paper (8-10 pages) with presentation **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Leadership Studies and Africana Studies concentrators; American Studies and History majors
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Mason Williams

AFR 369T(S) African Art and the Western Museum (D) (W) Crosslistings: ARTH 308/AFR 369
Presented in conjunction with the exhibition *African Art Against the State* (to be curated by the instructor, WCMA, Spring 2016), this tutorial will provide a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Using the exhibition *African Art Against the State* as a case study, students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in the space towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum. This tutorial fulfills EDI requirements through its exploration of issues of so-called 'authentic' representation, cultural capital, rights of seeing, the politics of representation, and the meaning of art as it applies to African artifacts displayed within the context of a Western art museum.
Class Format: tutorial **Requirements/Evaluation:** bi-monthly response papers (5 pages), bi-monthly peer response papers (2 pages), final presentation/exhibition critique (4 pages)
Prerequisites: none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** seniors and majors **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ARTH post-1600 Courses

Spring 2016
TUT Section: T1 TBA Instructor: Michelle Apotsos

AFR 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism Crosslistings: RLFR 370/AFR 370/COMP 370
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 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, select readings will be in French, and written work will be in French.*
Class Format: seminar Requirements/Evaluation: active class participation, response papers, 2 short essays and a final group project Prerequisites: for students taking the course as RLFR: RLFR 201 or above, or permission of instructor; for students taking the course as COMP or AFR: no prerequisites Enrollment Limit: 15 Expected Class Size: 15
Enrollment Preferences: French and Comparative Literature majors, and Africana Studies concentrators Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Katarzyna Pieprzak

AFR 371 Women Activists and Social Movements Crosslistings: INTR 371/AFR 371/PSCI 371/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.
Class Format: seminar Requirements/Evaluation: attendance and participation in discussions (10%); collective/group report (30%); 15-pg double spaced research paper (60%)
Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor Materials/Lab Fee: none
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM

AFR 375 History of American Childhood (D) Crosslistings: HIST 375/AFR 375
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?
Class Format: lecture/discussion Requirements/Evaluation: students will be required to write three papers and be expected to contribute actively to class discussion Prerequisites: none; open to first-year students with instructor's permission Enrollment Limit: 25 Expected Class Size: 20-25 Enrollment Preferences: determined by instructor
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
LEC

AFR 377(S) Black Legacies: Feminist Filmmaking, Women Writers, and the Imaginings of Black Experience Crosslistings: AFR 377/WGSS 371
Award-winning Black feminist author and screenwriter Toni Cade Bambara said, "The role of the artist is to make revolution irresistible." Feminist Filmmaking, Women Writers, and the Imaginings of Black Experience will explore the ways that Black straight and queer women writers and filmmakers have used the written word and moving image to both document and imagine Black lives. In a society that does not value Black life, these creative interventions are revolutionary acts. This course will examine Black women's written and cinematic responses to their marginalization in their non-monolithic racial/cultural communities, white lesbian communities, and/or mainstream feminist communities. We will interrogate how Black women writers and filmmakers use their mediums to make visible the impact of the intersections of race, gender, gender identity, and sexuality on their lives. Students will be asked to view the assigned documentary and narrative films closely, placing them in explicit conversation with the concepts and arguments that emerge from the required readings (essays, poetry, interviews, memoir) and interactive classroom discussions. All of this will allow students to explore the craft involved in both writing and filmmaking, while asking questions about some of the particular and often powerful ways that Black women writers and filmmakers use their craft to address ethical questions and issues that affect their daily lives.
Class Format: seminar Requirements/Evaluation: 2-3 short papers (5-7 pages), and a final project or final 10-page paper; engaged class participation Prerequisites: none Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: Africana Studies concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 M 07:00 09:40 Instructor: Aishah Simmons

AFR 378(F) Crazy Outside Dudes Crosslistings: ENGL 381/AFR 378
African American identity has always been inherently and irreducibly paradoxical. Our most compelling artists and intellectuals have often acknowledged this dilemma as the problematic foundation from which serious inquiries into American blackness must always proceed. Amiri Baraka celebrated what he called "crazy outside dudes": iconic figures who expressed their black singularity with boldly subversive gestures of style. By contrast, Charles Mingus begins his autobiography, *Beneath the Underdog*, with this provocative assertion to his psychiatrist: "In other words, I am three." Most famously, W. E. B. Du Bois begins *The Souls of Black Folk* with a description of double consciousness: "an America, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder." Optimistically, Du Bois presents an articulation of dialectics that imagines individual strength as prevailing against invidious historical forces. Nonetheless, insofar as blackness is an implementation of "race," it exists to wound those designated as black, sometimes to destroy them but most often to maintain them as handicapped subordinates, usable as tools yet never recognizable as social equals.
Black (or Negro or African or whatever its cognate in a given era) is a prescription of identity that designates the individual as first and foremost a manifestation of blackness, the problematic underside of the social hierarchy. Singularity denotes individuality, uniqueness, but also peculiarity, a difference that is vexing. Thus, this paradox of black identity also echoes what "singularity" designates in astrophysics: a place of tremendous destructive power that warps, consumes, and destroys everything within its grasp. Such power has been, in the idiom of recent theories surrounding "anti-blackness", characterized as the proper critique of the modern world, insofar as it is blackness that stands, in its singularity, outside of modernity proper.
Not surprisingly, African Americans have directed their strivings both to embrace and to spurn black singularity. This course will examine the efforts of various artists to use literature, theater, music, visual arts, cinema, dance, and style to explore and express our strivings with black singularity. We will give particular attention to artists such as Charles Mingus, Sun Ra, Rahsaan Roland Kirk, Amiri Baraka, Ntozake Shange, Nina Simone, Little Richard, Romare Bearden, Kara Walker, Spike Lee, Savion Glover, Octavia Butler, Basquiat, Tupac Shakur, and Kendrick Lamar.
Class Format: seminar Requirements/Evaluation: weekly journal, one 15-page paper, steady and thoughtful class participation Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 35 Expected Class Size: 25 Enrollment Preferences: senior majors, seniors, majors Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructors: Seulghee Lee, David Smith

AFR 379(S) Black Women in the United States (D) Crosslistings: HIST 379/AFR 379/WGSS 379
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.
Class Format: discussion Requirements/Evaluation: evaluation will be based on student participation, three papers, and a brief oral presentation Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15-20 Enrollment Preferences: History majors and Africana Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Spring 2016
LEC Section: 01 TF 02:35 03:50 Instructor: Gretchen Long

AFR 381 From Civil Rights to Black Power (D) Crosslistings: HIST 381/AFR 381
Focusing on African Americans' demands for the rights and responsibilities of citizenship, and placing their perspectives at the center, this course explores the themes of the black freedom movement as it transpired in the second half of the twentieth century in the United States. The course follows a chronological format that is grounded in post-World War II internationalism and domestic Jim Crow, covers the civil rights and the black power movements of the 1950s, 60s and 70s, and then moves toward current issues in black politics. The topics examined include the strategies and organizing principles of legal challenges, direct action protest, black power activism, coalition building, and public intellectual engagement. The class also assesses the intersection between ideology/activism, culture/politics, and local/regional/national perspectives. Finally, the course uses the black freedom movement as a window onto other political initiatives of the era.
Class Format: lecture/discussion; second weekly meeting will split into two discussion sections Requirements/Evaluation: willingness to manage an intensive reading schedule and for their intellectual engagement in class discussions; evaluation will be based on class participation, two short papers, and a take home final Prerequisites: none; some background (e.g. previous coursework) in 20th century U.S. history, American studies, American politics, or Africana studies is recommended Enrollment Limit: 25 Expected Class Size: 25 Extra Info: course materials incorporate primary, secondary, and documentary sources, including a weekly film
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Enactment/Applications in Institutions LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
LEC Instructor: Leslie Brown

AFR 387(S) Black Utopia Crosslistings: ENGL 387/AFR 387
Kanye West kicks off his magnum opus, *My Beautiful Dark Twisted Fantasy*, with this stirring question: "Can we get much higher?" This course will raise this social query over and over again, asking who this "we" has included in the black diasporic imagination and where exactly this "we" might end up when we are together. Commencing from Thomas More's inclusion of

slaves in his prescription for the *New World* in his *Discourse on Utopia*, we will proceed to read for the thematization of the black utopian in the twentieth century, emphasizing the diametrically opposed spatial metaphors of the underground (Richard Wright, Ralph Ellison) and the intergalactic (Sun Ra, Octavia Butler). We will also explore the concepts of totality, worldliness, and the otherwise in canonical African American thinkers such as W.E.B. Du Bois and Amiri Baraka, as well as conceptualizations of heuristic attitudes by more recent thinkers in antiblackness theory, including Frank Wilderson and Fred Moten. Above all, we will attempt to invest in what might be called a hermeneutics of utopia, which is to read for the irreducible projection of social futurity as an ineluctable feature of the black radical imagination.
Class Format: seminar Requirements/Evaluation: one 5-page paper and one 8- to 10-page paper, and steady and thoughtful class participation Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: majors Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives ENGL Literary Histories C

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Seulghee Lee

AFR 390(F) Transforming the New World and the Old: The Haitian and French Revolutions (D) Crosslistings: HIST 390/AFR 390
This course focuses on the radical transformative power of the Haitian and French Revolutions, the ways in which they challenged the hierarchies of the New World—of racism, and slavery—and of the Old World—of monarchy, aristocracy, the Church, and even of the bourgeoisie—with long-lasting effect. It will show how the two revolutions were intricately interrelated—even though historians of the French Revolution have usually neglected the Haitian Revolution and downplayed its centrality—and how they initiated a century of Revolution on both sides of the Atlantic. Given the incomplete and unfinished character of both Revolutions, and the fact that the issues they attempted to address live on today, this class will make a conscious attempt to show the continuing relevance of these Revolutions to 21st century movements for change. This Africana Studies course meets the EDI requirement because it 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 confronted, negotiated, and challenged the dominant U.S. and European hierarchies of race, culture, gender, and class.
Class Format: seminar Requirements/Evaluation: short paper (8-10 pages), research paper (15 pages), final exam and class participation Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: History majors and Africana Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group D Electives - Latin America + Caribbean

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Shanti Singham

AFR 403 New Asian American, African American, Native American, and Latina/o Writing (D) Crosslistings: AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403
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.
Class Format: seminar/discussion Requirements/Evaluation: 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 ENGL class must have previously taken a 100-level ENGL course Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: American Studies majors Distribution Notes: meets Division 2 requirement if registration is under AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars ENGL Literary Histories C LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Dorothy Wang

AFR 404 Making it in Africa: Business in African History Crosslistings: HIST 403/AFR 404/LEAD 403
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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on participation in discussion, several short papers, and a final research paper Prerequisites: previous courses in HIST Enrollment Limit: 15 Expected Class Size: 10-15 Enrollment Preferences: History majors and Africana Studies concentrators
Distributional Requirements: Division 2
Other Attributes: HIST Group A Electives - Africa

Not Offered Academic Year 2016
SEM

AFR 405 Africana Studies and the Disciplines
Africana Studies and the Disciplines
Of the many things that distinguish Africana Studies from other fields of knowledge, most remarkable are its creative uses and critiques of disciplinary perspectives. In some instances, a scholar in the field might move between disciplines; in others, a scholar might integrate two or more disciplines into one point of view. Disciplinary creativity accommodates the array of information—written texts, music, visual art, film—that contributes to our understanding of the African Diaspora. This seminar will illuminate the disciplinary nuances and challenges of studying people of African descent. 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.
Class Format: seminar Requirements/Evaluation: evaluation will be based upon class participation, a couple of short papers and the completion of a final research paper or project Prerequisites: none Enrollment Limit: 15 Expected Class Size: 10 Enrollment Preferences: Africana Studies concentrators
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: James Manigault-Bryant

AFR 406(F) Crafting Research: Methods in Africana Studies
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.
Class Format: seminar Requirements/Evaluation: evaluation will be based upon class participation, response papers, and a final research project Prerequisites: none Enrollment Limit: 15 Expected Class Size: 10 Enrollment Preferences: Africana Studies concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Rhon Manigault-Bryant

AFR 419(F) Going to Ground: Considering Earth in the Arts of Africa (D) (W) Crosslistings: ARTH 419/AFR 419/ENVI 419
Drawing its inspiration from the landmark exhibition *Earth Matters: Land as Material and Metaphor in the Arts of Africa* (National Museum of African Art, 2013), this seminar explores how earth has been conceptualized and integrated into African artistic thought as material, metaphor, geography, environment, and intervention, and how this interpretive flexibility has allowed it to become a symbol of power and presence in African art-making from prehistory to the present. The seminar will also focus on the ways in which earth has been used in contemporary art towards addressing the growing problems of pollution, unsustainable development, and the widespread depletion of earth-based natural resources in Africa. Over the course of this seminar, students will develop a knowledge base of earth-related issues that have been addressed in African artistic production, and engage with various cross-disciplinary methodologies to critically analyze the conceptual and aesthetic strategies deployed in these works. Students will also have the opportunity to interact with specialists from diverse disciplines and fields towards fleshing out their knowledge base. This course fulfills EDI requirements through its exploration of the effects of globalization and modernization on the African natural environment, and its engagement with diverse cultural legacies, socio-political systems, and economic realities on the continent as contributors to art-making strategies deployed by contemporary African environmental artists. Students will also explore the ways in which African artists have internalized the various conditions and situations of their contexts as individuals defined by gender, sexual orientation, religious affiliation, etc. as well as members of distinctive cultures and communities.
Class Format: seminar Requirements/Evaluation: four 2-page response papers, 2-page paper proposal, final paper (15 pages) with presentation Prerequisites: some coursework in ARTH and/or AFR would be useful Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: seniors and majors Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI; meets Division 2 requirement if registration is under AFR Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ARTH Middle East, Asia and Africa Courses ARTH post-1600 Courses GBST African Studies Electives

Fall 2015
SEM Section: 01 T 01:10 03:50 Instructor: Michelle Apotsos

AFR 427(S) Racial and Religious Mixture (D) (W) Crosslistings: LATS 427/REL 314/AMST 327/AFR 427
The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography

that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies. Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this EDI course investigates the ways that knowledge about mixture and difference have been critically constructed and transformed.
Class Format: seminar **Requirements/Evaluation:** evaluation based on participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a 20- to 25-page research paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** seniors, concentrators, majors, those with prior relevant coursework
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2016
SEM Section: 01 M 07:00 09:40 Instructor: Jacqueline Hidalgo

AFR 443(F) Race and Ethnicity in Latin America (D) **Crosslistings:** HIST 443/AFR 443
Race and ethnicity have been central to the formation of national identities in Latin America, as well as to the creation of transnational networks that include Latin Americans. This seminar will critically examine familiar characterizations of Brazil and other countries as "racial democracies" and look at the historical roots and political impact of both "positive" and "negative" stereotypes of race relations in the region.
To do this we will explore the rise and decline of slavery, the changing constructions of indigenous and Afro-Latin American identities at national and transnational levels, and to the emergence of new Black Movements and other racial and ethnic activism in Colombia, Guatemala, Brazil, and elsewhere.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, one short paper, and a substantial (20-25 page) research paper **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** History majors and Latino/a Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group D Electives - Latin America + Caribbean

Fall 2015
LEC Section: 01 W 01:10 03:50 Instructor: Roger Kittleson

AFR 444 The Black Republic—Haiti in History and Imagination (D) **Crosslistings:** AFR 444/HIST 444
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.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on student participation, a short paper, and the completion of an original research paper or project **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Africana Studies concentrators and History majors **Extra Info:** all projects will have some written component, but may include a dance performance, spoken word, fieldwork etc.
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group D Electives - Latin America + Caribbean

Not Offered Academic Year 2016
SEM Instructor: Shanti Singham

AFR 456(F) Civil War and Reconstruction **Crosslistings:** HIST 456/AFR 456/AMST 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.
Class Format: seminar **Requirements/Evaluation:** evaluation based on class participation and a substantial research paper based at least in part on primary source materials
Enrollment Limit: 15 **Expected Class Size:** 15
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Charles Dew

AFR 459 Jim Crow: American Apartheid (D) **Crosslistings:** HIST 459/AFR 459
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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation and two shorter assignments leading up to a longer research paper **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** junior and senior History majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
SEM Instructor: Leslie Brown

AFR 465 Race and Abstraction **Crosslistings:** AMST 465/AFR 465/COMP 465/ENGL 326
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 racially "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 African American and Asian American writers, visual artists and musicians—including Will Alexander, Mei-mei Berssenbrugge, David Hammons, Yayoi Kusama, Tan Lin, Nathaniel Mackey, and Cecil Taylor—as well as critics. We will pay particular attention to formally experimental works.
This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, John Keene, Mei-mei Berssenbrugge, John Yau, Cecil Taylor, David Hammons, and Yoko Ono—as well as critics. We will pay particular attention to formally experimental works.
Class Format: seminar **Requirements/Evaluation:** two papers (one 6-8 pages and the other 10-12 pages), in-class presentation, brief response papers, and class participation
Prerequisites: none if registering under AMST, AFR, or COMP, though a previous lit, art or music class would be helpful; if registering under ENGL, 100-level ENGL course, or 5 on AP English Lit exam or 6 or 7 on the Higher Level IB English exam required **Enrollment Limit:** 13 **Expected Class Size:** 13 **Distribution Notes:** meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars

Not Offered Academic Year 2016
SEM Instructor: Dorothy Wang

AFR 476(S) Black Radicalism (D) **Crosslistings:** AFR 476/HIST 476
Amandla! Black Power! Venceremos! A Luta Continua! Ever since the end of slavery—brought about by the Haitian Revolution, slave rebellions, maroons, Quilombos, Civil War and various other means of resistance—transatlantic people of African descent have demanded radical change in the organization of modern societies. Their struggles and ideas have changed the ways we think and study—through the formation of Africana/African-American/Black-Studies—and the ways in which we express ideas—through the creation of rich traditions of music, dance, theater, poetry, carnivals, sculpture, and art that have acted as global conduits of cultures of resistance. In this Senior Seminar, we will study the most tumultuous period of Black radicalism in the 1960's, focusing on the Black Panther Party, the League of Revolutionary Black Workers, the Third World Women's Alliance/Angela Davis, and Caribbean and African radical movements, with an eye to examining their relevance to Black radical movements today.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on student participation, a take-home mid-term 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. **Prerequisites:** none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Africana Studies concentrators; History majors **Extra Info:** may not be taken on a pass/fail basis we will have a number of shared class/discussns w/ Mt. Holyoke's Africana Senior Seminar via video-skype; the class will visit Mt. Holyoke, & we will host a visit from the Mt. Holyoke seminar, organized around speakers, presentations, & local activists
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group A Electives - Africa HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Shanti Singham

AFR 482T Fictions of African-American History (W) **Crosslistings:** HIST 482/AFR 482
This course examines the form and function of African-American narratives with particular attention to written texts pertaining to the enslavement and freedom of African Americans during the nineteenth and early twentieth century. We will explore the role of books, writing, and reading in the African American South, where the acts of reading and writing had been illegal throughout the Colonial and Antebellum Era.
In the course, 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.
Class Format: tutorial **Requirements/Evaluation:** weekly paper or critique **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors and Africana Studies concentrators **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
TUT Instructor: Gretchen Long

AFR 483T(F) Freedom in Africa (W) Crosslistings: HIST 483/AFR 483/GBST 483
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.
Class Format: tutorial; students will meet with the instructor in pairs for an hour each week; a student either will write & present orally a 5- to 7-page essay on the assigned readings or be responsible for offering an oral critique of their partner's work each week
Requirements/Evaluation: evaluation will be based on the quality of the biweekly papers and oral critiques and a final writing exercise Enrollment Limit: 10 Expected Class Size: 10
Enrollment Preferences: History majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives GBST African Studies Electives HIST Group A Electives - Africa HIST Group F Electives - U.S. + Canada JLST Theories of Justice/Law

Fall 2015
TUT Section: T1 TBA Instructor: Kenda Mutongi

AFR 494(S) Honors Dossier
Candidates for honors in Africana Studies must do W31 for the winter study period and 494 the following spring.
Class Format: honors independent study
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: James Manigault-Bryant

AFR 497(F) Independent Study: Africana Studies
Africana Studies independent study
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: James Manigault-Bryant

AFR 498(S) Independent Study: Africana Studies
Africana Studies Independent Study
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: James Manigault-Bryant

AMERICAN STUDIES (Div. II)

Chair, Professor: MARK REINHARDT

Faculty 2014-2015: Professors: L. JOHNSON, M. REINHARDT, D.L. SMITH. Associate Professors: M. M. RÚA**, D. WANG. Assistant Professor: D. KIEL. Senior Lecturer: C. CLEGHORN. *Affiliated Faculty:* Associate Professor: M. E. CEPEDA. Assistant Professors: R. BRAGGS, N. HOWE. C3 Mellon Postdoctoral Fellow: Parra.

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 101 is open to non-majors including first-year students, who are especially encouraged to take the class. All elective courses are open to students who meet the requirements or prerequisites specified in the course description. American Studies 301, the junior seminar, and those courses that count as our senior seminar are open to non-majors with permission of the instructor.

COURSES AND COURSE NUMBERING

American Studies offers courses at all levels. Our 100-level electives, 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 101, explores broad patterns of power and imagination, struggle and social change in American culture but also introduces the interdisciplinary approach and diverse cultural artifacts, genres, and media 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. 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 101, *Introduction to American Studies*
American Studies 301, *Junior Seminar*
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, yearlong 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 brief 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. Much of the required curriculum of the Williams at Mystic Program also counts toward the major.

Students planning to be away in the junior year should have taken American Studies 101 before they leave; those who can take the Junior Seminar before they go away are strongly 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.

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

Elective courses:

AFR 156/COMP 156/AMST 156/ENGL 223 Thirteen Ways of Looking at Jazz
AFR 207 Hip-Hop and Political Theory
AFR 221 Giving God a Backbeat: Rap Music, Religion & Spirituality
AFR 270 Digital Diaspora: Interrogating Race, New Media, and Black Cultural Production Online
AFR 299/PSCI 233/REL 261 Rastafari: Dread, Politics, Agency
AFR 300/AMST 300/SOC 306 Lessons of 'The Game': The Wire and American Culture
AFR 302 Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life
AFR 314/AMST 314/COMP 321/ENGL 314 Groovin' the Written Word: The Role of Music in African American Literature
AFR 315/AMST 315 Blackness 2.0: Race, Film and New Technologies
AFR 316 Sacred Cinema: Black Religion & the Movies
AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/AMST 317 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 324 Contemporary Art of the Black Diaspora
AFR 332 Hiphop and the Changing Same: African American Consciousness and Music 1925-2015
AMST 108 First Hand America

AMST 215/ENGL 217/COMP 215 Experimental Asian American Writing
AMST 257 Beyond Tonto: American Indians in Film
AMST 304 Asian American Writing and the Visual Arts
AMST 305/ASST 305/COMP 303/ENGL 374 Cities of the Anglophone Chinese Imagination
AMST 307/COMP 311/AFR 301/ENGL 327 Experimental African American Poetry
ARTH 310 An American Family and "Reality" Television
AMST 336 Two American Poets: Wallace Stevens and John Ashbery
AMST 402 American Music
AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403 New Asian American, African American, Native American, and Latina/o Writing
AMST 410/ENGL 410 American Avant Garde Poetry Since 1950
AMST 415/COMP 403/ENGL 415 Edward Said
AMST 465/AFR 465/COMP 465/ENGL 326 Race and Abstraction
ARTH 264/AMST 264 American Art and Architecture, 1600 to Present
ARTH 265/AMST 265 Pop Art
ARTH 321 The Architecture of Louis I. Kahn
ARTH 416 Wright Writing
ARTH 462/AMST 462/LATS 462 Art of California: Pacific Standard Time
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
COMP 242 Americans Abroad
ENGL 103 Ruined Americ
ENGL 105 American Girls
ENGL 154 New American Fiction
ENGL 204 Hollywood Cinema
ENGL 219/AMST 219 Introduction to Asian American Literature
ENGL 220/AMST 220/AFR 220 Introduction to African American Literature
ENGL 258 Poetry and the City
ENGL 265/AMST 266 Topics in American Literature: Freedom and Captivity
ENGL 272/AMST 272 American Postmodern Fiction
ENGL 338/AMST 338 The American Renaissance
ENGL 343 Whitman and Dickinson in Context
ENGL 364 Documentary Poetry
ENGL 372/AMST 372 American Modernist Fiction
ENGL 381 20th C American Blackness
ENGL 387 Black Utopia
ENGL 391/AMST 391 American Portraits
HIST 166/AFR 166/AMST 166 Politics and Prose: Invisible Man in Historical Context
HIST 168/AMST 168 1968 1969: Two Years in America
HIST 482/AFR 482 Fictions of African American History
LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video
LATS 208 Introduction to Latina/o Literatures
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 Latinas/os and the Media: From Production to Consumption
LATS 336 Latina/o and Indigenous Literatures
LATS 338 Latina/o Musical Cultures
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
MUS 254 Charlie Parker and the (R)evolution of Modern Jazz
MUS 279 American Pop Orientalism
REL 229/AMST 229 Reel Jesus: Reading the Christian Bible and Film in the U.S.A.
RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics
THEA 275 American Drama: Hidden Knowledge
THEA 330/COMP 330/AMST 331 New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

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 208/AMST 208/REL 262 Time and Blackness
AFR 132/PSCI 132/AMST 132 Contemporary Africana Social and Political Philosophy
AFR 156/COMP 156/AMST 156/ENGL 223 Thirteen Ways of Looking at Jazz
AFR 200/AMST 200 Introduction to Africana Studies
AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment
AFR 217/AMST 217/SOC 217/ENGL 215 Race(ing) Sports: Issues, Themes and Representations of Black Athletes
AFR 267/SOC 267/AMST 267 Race in the Americas
AFR 299/PSCI 233/REL 261 Rastafari: Dread, Politics, Agency
AFR 300/AMST 300/SOC 306 Lessons of 'The Game': The Wire and American Culture
AFR 302/COMP 309 Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life
AFR 305/REL 315/SOC 305/AMST 304 The Sociology of Black Religious Experience
AFR 310/REL 310/WGSS 310/AMST 309 Womanist/Black Feminist Thought
AFR 311/REL 311 Black Ministerial Imaginations: Griots, Athletes, and Maestros
AFR 314/AMST 314/COMP 321/ENGL 314 Groovin' the Written Word: The Role of Music in African American Literature
AFR 315/AMST 315 Blackness 2.0: Race, Film and New Technologies
AFR 316/REL 265/AMST 316 Sacred Cinema: Black Religion and the Movies
AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A Black Migrations: African American Performance at Home and Abroad
AFR 319/SOC 319/AMST 319 Ethnographic Approaches to Africana Studies
AFR 320/AMST 320/WGSS 320 Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture
AFR 321 Trending Black: Race & Social Media in the 21st Century
AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
AFR 332/COMP 332 Hiphop and the Changing Same: African American Consciousness and Music 1925-2015
AFR 338/PSCI 338 Garveyism
AFR 350 Organizing Resistance: Black Activism, Then and Now
AFR 360/PSCI 370/PHIL 360/LEAD 360 The Political Thought of Frantz Fanon
AFR 405/AMST 404 Africana Studies and the Disciplines
AFR 406/AMST 406 Crafting Research: Methods in Africana Studies
AFR 476/HIST 476 Black Radicalism
AMST 212/AFR 215 Race and Capitalism
AMST 215/ENGL 217/COMP 215 Experimental Asian American Writing
AMST 222/ENGL 289 Cultural Politics in Asian America
AMST 230 U.S. Imperialism
AMST 257/HIST 357/ARTH 260/ENGL 260/COMP 273 Beyond Tonto: American Indians in Film
AMST 280/HIST 283 Introduction to Native American History
AMST 238/ENGL 238 Racial Formations and Transformations in America: 1945 Present
AMST 283/ENGL 287 Topics in Asian American Literature
AMST 303/AFR 303/COMP 301/ENGL 344 Race and Abstraction
AMST 305/ASST 305/COMP 303/ENGL 374 Cities of the Anglophone Chinese Imagination
AMST 307/COMP 311/AFR 301/ENGL 327 Experimental African American Poetry
AMST 310 Race Wars in America
AMST 311/HIST 368 Development of American Indian Law & Policy
AMST 325 Capitalism in Indian Country
AMST 329/ENGL 329 Cultures of War: U.S. Wars in Asia and American Culture
AMST 400/ANTH 321 Real Indians: Indigeneity and the Authenticity Problem
AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403 New Asian American, African American, Native American, and Latina/o Writing
AMST 409/ENGL 409 Senior Seminar: Sentimental Empire
AMST 416/HIST 361 U.S. Settler Colonialism and Empire
AMST 465 Race and Abstraction
ARAB 219/COMP 219/AMST 219 Arabs in America: A Survey
ENGL 144/AMST 144 Race and American Crime Fiction
ENGL 220/AMST 220/AFR 220 Introduction to African American Writing
ENGL 239 Imagining Immigrants
ENGL 381/AFR 380/AMST 381 Beyond the Harlem Renaissance: Black Modernisms and the Great Migration
ENGL 387/AFR 387 Black Utopia
HIST 152/WGSS 152 The Fourteenth Amendment and the Meanings of Equality
HIST 164/AFR 164/AMST 165 Slavery in the United States
HIST 166/AFR 166/AMST 166 Politics and Prose: Invisible Man in Historical Context
HIST 167/AFR 167/AMST 167 Let Freedom Ring: African Americans and Emancipation
HIST 168/AMST 168 1968 1969: Two Years in America
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 Introduction to Asian American History
HIST 286/LATS 286 Latina/o History From 1846 to the Present
HIST 364/AFR 364/AMST 364 History of the Old South
HIST 365/AFR 365/AMST 365 History of the New South
HIST 380 Comparative American Immigration History
HIST 381/AFR 381 From Civil Rights to Black Power
HIST 383/WGSS 383/AMST 383 Whiteness and Race in the History of the United States
HIST 384 Comparative Asian American History, 1850 1945
HIST 386/WGSS 386/LATS 386 Latinas in the Global Economy: Work, Migration, and Households
HIST 456/AFR 456 Civil War and Reconstruction
HIST 459/AFR 459 Jim Crow: American Apartheid
HIST 469/AMST 469 Notions of Race and Ethnicity in American Culture
HIST 482/AFR 482 Fictions of African American History
INTR 322/PSCI 313/AFR 322/AMST 322 Race, Culture, Incarceration
LATS 106/AMST 106 Coming of Age in the City: Growing Up and Growing Older in Communities of Color
LATS 105 Latina/o Identities: Constructions, Contestations, and Expressions
LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video
LATS 208/AMST 207/COMP 211/ENGL 251 Introduction to Latina/o Literatures
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
LATS 224/AMST 224/REL 224 U.S. Latina/o Religions
LATS 240/AMST 240/COMP 210 Latina/o Language Politics: Hybrid Voices
LATS 245/COMP 249/WGSS 247/AFR 245/ENGL 245 "Queering the Color Line": Queer Black and Latina/o Literature
LATS 286/HIST 286 Latina/o History, 1848 to the Present
LATS 312/AMST 312/ENVI 313 Chicago
LATS 313/AMST 313/WGSS 313 Gender, Race, Beauty, and Power in the Age of Transnational Media
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 336/COMP 342/ENGL 365/AMST 337 Latina/o and Indigenous Literatures

LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Gender, Race, Sexuality and the Dynamics of the Everyday
LATS 346/AMST 346 Latinas/os and the Media: From Production to Consumption
LATS 382/HIST 382/WGSS 382 Latina/o Politics
LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place Making
LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
LATS 427/REL 314 Racial and Religious Mixture
LATS 409/AMST 411 Senior Seminar: Transnationalism and Difference: Comparative Perspectives
LEAD 313/HIST 385/AMST 367/AFR 367 Race and Inequality in the American City
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 214 Governing Diversity: US Minorities in American Politics
PSCI 213/AFR 216/AMST 213 Black Politics in the United States
PSCI 248 The USA in Comparative Perspective
PSCI 318/AFR 318/SOC 318 Declining Significance of Race and Racism in U.S. Politics?
PSCI 349 Cuba and the United States
PSYC 341/WGSS 339 Stereotypes, Prejudice, and Discrimination
REL 223/AMST 223 Asian Americans Religious Roots and Trajectories
REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Americas
REL 229/AMST 229 Reel Jesus: Reading the Christian Bible and Film in the U.S.A.
REL 237/AMST 237 Religion, Politics, Culture: Islam in the United States
RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics
WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304 Queer of Color Critique

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 207 Hip-Hop and Political Theory AFR 207/PSCI 212
AFR 299/PSCI 233/REL 261 Rastafari: Dread, Politics, Agency
AFR 310/REL 310/WGSS 310/AMST 309 Womanist/Black Feminist Thought
AFR 360/PSCI 370/PHIL 360/LEAD 360 The Political Thought of Frantz Fanon
AMST 212/AFR 215 Race and Capitalism
AMST 302/PSCI 335 Public Sphere/Public Space
AMST 321 Theories of U.S. Power
AMST 407 Neoliberalism: A Key Concept for Our Times
ANSO 305 Social Theory
ANTH 328 Emotions and the Self
ARTH 361 Writing about Bodies ARTH 361/INTR 361/WGSS 361
COMP 340/ENGL 363 Literature and Psychoanalysis
COMP 380 Literary and Critical Theory in the Twentieth Century COMP 380/ENGL 370
ENGL 117/COMP 117 Introduction to Cultural Theory
ENGL 230/COMP 240 Introduction to Literary Theory
ENGL 387 Black Utopia ENGL 387/AFR 387
ENVI 209/ANTH 209/AMST 209 Ecologies of Place: Culture, Commodities and Everyday Life
ENVI 217/AMST 216 Environmental Humanities: Theory and Practice
HIST 483/AFR 483 African Political Thought
INTR 322/PSCI 313/AFR 322/AMST 322 Race, Culture, Incarceration
INTR 343/WGSS 343/AFR 343/AMST 343 Representations of Racial Sexual Violence from Enslavement to Emancipation
LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Gender, Race, Sexuality and the Dynamics of the Everyday
PHIL 225/WGSS 225 Classics in Western Feminist Thought
PHIL 228/WGSS 228 Feminist Bioethics
PHIL 271/WGSS 271 Woman as "Other"
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 236/WGSS 236 Sex, Gender, and Political Theory
PSCI 312 American Political Thought PSCI 312/LEAD 312
PSCI 337/ARTH 337 Visual Politics
REL 304/COMP 344 From Hermeneutics to Post Coloniality and Beyond
WGSS 101 Women's, Gender and Sexuality Studies
WGSS 202 Introduction to Sexuality Studies
WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304 Queer of Color Critique: Race, Sex and Urban Life

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

Elective courses:

AFR 211 Race and the Environment
AFR 270 Digital Diaspora
AFR 300 Lessons of "The Game"
AFR317 Black Migrations
AMST 230 U.S. Imperialism
AMST 302/PSCI 335 Public Sphere/Public Space
AMST 305/ASST 305/COMP 303/ENGL 374 Cities of the Anglophone Chinese Imagination
AMST 325 Capitalism in Indian Country
AMST 407 Neoliberalism: A Key Concept for Our Times
ANTH 210/ENVI 210/JLST 210 Governing Nature
ANTH 332/ENVI 332/JLST 332 Environmental Justice
ARTH 264/AMST 264 American Art and Architecture, 1600 to Present
ARTH 321 The Architecture of Louis I. Kahn
ARTH 405 Seminar in Architectural Criticism
ARTH 416 Wright Writing
ARTH 462/AMST 462/LATS 462 Art of California: Pacific Standard Time
ARTS 232 On:Location
COMP 243 Modern Women Writers and the City
ECON 228 Water as a Scarce Resource
ECON 235 Urban Centers and Urban System
ECON 383 Cities, Regions and the Economy
ENGL 318/ENVI 315 Ecocriticism
ENGL 378/ENVI 378 Nature/Writing
ENVI 101 Nature and Society: An Introduction to Environmental Studies
ENVI 209/ANTH 209/AMST 209 Ecologies of Place: Culture, Commodities and Everyday Life
ENVI 217/AMST 216 Environmental Humanities: Theory and Practice
ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
ENVI 302 Environmental Planning
ENVI 307/PSCI 317 Environmental Law
GEOS 201/ENVI 205 Geomorphology
GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus
HIST 168/AMST 168 1968 1969: Two Years in America
HIST 356/AMST 356/LEAD 356 The Rise of the North in Nineteenth Century America
HIST 364/AFR 364/AMST 364 History of the Old South
HIST 365/AFR 365/AMST 365 History of the New South
HIST 367 Frontiers in Early American History, 1607-1846
HIST 370/AFR 366 African American Urban History
HIST 371/ENVI 371 History of U.S. Environmental Politics
HIST 372 The North American West: Histories and Meanings
HIST 380 Comparative American Immigration Histry
HIST 478/ENVI 478/AMST 478 Cold War Landscapes
HIST 379/AFR 379/WGSS 379 Black Women in the United States
HIST 491T/AMST 490T/ENVI 491T The Suburbs
LATS 106/AMST 106 Coming of Age in the City
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 318/AMST 318/REL 318/COMP 328/ENVI 318 California: Myths, Peoples, Places
LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place Making
LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
LEAD 313/HIST 385/AMST 367/AFR 367 Race and Inequality in the American City
MAST 352/HIST 352 America and the Sea, 1600 Present
PSCI 110 The Politics of Place in America
PSCI 349 Cuba and the United States
PSCI 410 Senior Seminar: The Politics of Belonging
PSYC 346/ENVI 346 Environmental Psychology
REL 226/AMST 226 New Religions in North America
REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Americas
REL 228/AMST 228 North American Apocalyptic Thought
SOC 216 The City
THEA 330/COMP 330/AMST 331 New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

AMST 101(F,S) Introduction to American Studies (D)
America is a bundle of myths and ideas, and being an American has always meant more than U.S. citizenship. This course is an introduction to the interdisciplinary study of American culture. We will focus on the workings of that culture as it has been shaped by factors such as race, ethnicity, class, gender, sexuality, place, and religion. Over the semester, we will ask critical questions of a wide variety of materials: essays, novels, autobiographies, poems, photographs, films, music, visual art, architecture, urban plans, historical documents and legal texts. In this course, we critique notions of American exceptionalism and grapple with questions of power and imagination, struggle and social change, empire, nation and borders, inequality, assimilation, aesthetic form, and the role of the U.S. and its products in the world. Because it focuses on such questions of power and privilege, difference and commonality, this course satisfies the EDI requirement.
Class Format: seminar Requirements/Evaluation: Fall—regular writing assignments, including revisions, for a total of 20+ pages; class participation; Spring—two or three essays (about 7 pages each); class participation; some sections may have additional short writing assignments or field trips Prerequisites: none Enrollment Limit: 19 F 25 S Expected Class Size: 19 Enrollment Preferences: sophomores and first-year students Distribution Notes: Fall section ONLY carries the Writing Intensive designation.
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: EXPE Experiential Education Courses

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Cassandra Cleghorn

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Doug Kiel

AMST 102(F) Artists Respond to Dangerous Times (D) Crosslistings: ARTS 101/AMST 102
This introductory studio art course focuses on how contemporary time-based artists engage their historical moment. We will look at ways in which language, performance, and the moving image can be used to reckon with the forces that historical events and conditions press upon us as citizens, art makers, and living beings, and think about art-making as a dialogical social force

that has the potential to press back. Students will develop their own video, performance, or written work in this vein. 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 a variety of work, including: Fiona Banner, Catherine Bigelow, Wafaa Bilal, Nao Bustamante, Paul Chan, Adam Curtis, Jean-Luc Godard, Danny Glover, Dara Greenwald, Sharon Hayes, Spike Lee, Zoe Leonard, Chris Marker, Alain Resnais, Anna Deveare Smith, Lisa Steele, Agnes Varda, The Yes Men, Haskell Wexler, and collectives including ACT UP, Pink Bloque, TVTV, and Occupy Wall Street. Readings will include work by Margaret Atwood, Jerome Bruner, Judith Butler, Gregg Bordowitz, Joan Didion, George Lipsitz, Chantal Mouffe, Paul Virilio, David Foster Wallace, among others.
Class Format: studio **Requirements/Evaluation:** students will produce three short videos, essayistic or fictional non-academic written works, or action/performance works; evaluation will be based primarily on these works and class participation **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** first-year and sophomore students **Distribution Notes:** meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ARTS **Materials/Lab Fee:** lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: AMST Arts in Context Electives

Fall 2015
STU Section: 01 T 01:10 03:50 Instructor: Stephen Winter

AMST 105(S) American Girlhoods (D) (W) **Crosslistings:** ENGL 105/WGSS 105/AMST 105
The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course. We will read works by such authors as Emily Dickinson, Louisa May Alcott, Harriet Jacobs, Henry James, Gwendolyn Brooks, Toni Morrison, and Monique Truong, as well as discuss such popular phenomena as Barbie and the American Girl Doll Company, Girl Scouts, and Riot Grrrrls.
This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, especially in relation to class, gender, sexuality, race and ethnicity within a U.S. context.
Class Format: seminar **Requirements/Evaluation:** several short papers totaling at least 20 pages; active class participation; participation in other short writing assignments **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course; WGSS majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives

Spring 2016
SEM Section: 01 MWF 11:00 12:15 Instructor: Kathryn Kent

AMST 106T(S) Coming of Age in the City: Growing up and Growing Older in Communities of Color (D) (W) **Crosslistings:** LATS 106/AMST 106
This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have deeply affected the daily collective lives of certain populations from childhood to elderhood, taking into account how age and age relations are highly differentiated by race, class, and gender. We will also consider the ways in which cities are organized and arranged to create and recreate categories and ideas associated with age. This EDI tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality.
Class Format: tutorial **Requirements/Evaluation:** five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first- and second-years, students considering an American Studies major or Latina/o Studies concentration **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives LATS Core Electives

Spring 2016
TUT Section: T1 TBA Instructor: Merida Rua

AMST 108 First-Hand America
Gonzo journalism, the nonfiction novel, literary journalism, the "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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation; a combination of critical/analytical writing and creative nonfiction
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives

Not Offered Academic Year 2016
LEC Instructor: Cassandra Cleghorn

AMST 132(S) Contemporary Africana Social and Political Philosophy (D) **Crosslistings:** AFR 132/PSCI 132/AMST 132
This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzegwu, Lucius Outlaw, Oyèrónke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics. This seminar is part of the Exploring Diversity Initiative, and as such we shall investigate—via the authors mentioned—comparative philosophical analyses, critical theorization, and the plurality of global thinking in contemporary social and political philosophy.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on attendance and participation, two 5- to 7-page essays, and one 10-page final paper **Prerequisites:** none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** first- and second-year students **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2016
SEM Section: 01 MW 11:00 12:15 Instructor: Neil Roberts

AMST 156(F) Thirteen Ways of Looking at Jazz (D) (W) **Crosslistings:** AFR 156/COMP 156/AMST 156/ENGL 223
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 and revise short close analyses of multiple types of media, ultimately honing their writing skills on one form of media for a polished, original analysis that weds their increased critical thinking skills. 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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based upon class participation, 1 quiz, several 2-page response essays, one 3-page essay, one 5-page essay, one oral presentation/performance with 3-page critical report, totaling approximately 20 pages of written work **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none **Distribution Notes:** meets Division 2 requirement if registration is under AFR and AMST; meets Division 1 requirement if registration is under COMP or ENGL **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Rashida Braggs

AMST 157 From Powhatan to Lincoln: Discovering Leadership in a New World (W) **Crosslistings:** HIST 157/LEAD 157/AMST 157
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. As often as possible, the course will analyze rival leaders to understand the many different forms of leadership that existed throughout American history and how historical contexts affected individual decisions. 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, and 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, the first governor of the Massachusetts Bay Colony; African American leaders like Gabriel Prosser, who led a slave rebellion, and Richard Allen, a free black abolitionist; presidents like George Washington and Thomas Jefferson; First ladies like Abigail Adams and Dolley Madison; advocates for women's rights like Elizabeth Cady Stanton and Susan B. Anthony, and others. Providing a survey of early American history through the study of these individuals, students will have a deeper appreciation of how historical processes shaped leaders—and how leaders have shaped history.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, weekly writing assignments, three 5-page essay assignments, and a final paper **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
SEM Instructor: Patrick Spero

AMST 158 From Pocahontas to Crazy Horse: Representations of Native Americans in Popular Culture (W) **Crosslistings:** HIST 156/AMST 158
In this class, we will explore a variety of media to interrogate depictions of Native peoples in the United States. By examining popular representations of iconic Native Americans (Pocahontas, Squanto, Sacagawea, and Crazy Horse, among others) in film, children's literature, websites, statuary and portraiture, etc., alongside scholarly interpretations of their lives, we can parse the creation and evolution of stereotypes about Native peoples and consider the cultural work that such imagery performs. For instance, why is it important to some people to imagine that Pocahontas lived happily ever after with John Smith, or that Squanto gave us the first Thanksgiving? Such national myths are based on kernels of historical reality, but they also elide important details and oversimplify the lives of both Native and European protagonists. By learning more about the complex Native individuals behind the stereotypes, we will face our assumptions, identify the cultural work these images perform, and question why certain portrayals of Native peoples continue to thrive. We will also interrogate other timely and recognizable images such as sports mascots and fictional characters to contemplate the ways that myths about Native pasts (and the stereotypes they engender) continue to affect real people living in this country today.
Class Format: seminar **Requirements/Evaluation:** brief response papers (1 page each), short papers (3-5 pages each), and a final paper (of approximately 10 pages); particular

attention paid to developing students' drafting and revising processes as well as improving argumentation and style **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** potential history majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM

AMST 165 Slavery in the United States (W) Crosslistings: HIST 164/AFR 164/AMST 165
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.
Class Format: seminar **Requirements/Evaluation:** building on several preliminary essays, each student will complete a research project which leads to a final research paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar **Extra Info:** 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
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Enactment/Applications in Institutions

Not Offered Academic Year 2016
SEM Instructor: Charles Dew

AMST 166(S) Politics and Prose: Invisible Man in Historical Context (D) (W)
Crosslistings: HIST 166/AFR 166/AMST 166
"I am an invisible man." So begins Ralph Ellison's treatise on black life in the U.S. in the middle of the 20th century. Ellison's book *Invisible Man* appeared in 1952, won the National Book Award, and secured a prominent place in the canons of both American and African American arts and letters. Often studied for its literary crafting and for the ways it echoes the work of classic American writers, *Invisible Man* iterates the black past as it affects its protagonist. This course brings readings in black sociology, anthropology, law, literature, political science, education, folk-life, and music to bear on its examination of the novel and its historical themes, including debates among black ideologues and leaders; links between culture and protest; and effects of black migration and urbanization.
Class Format: seminar **Requirements/Evaluation:** class participation and 4 papers
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 19 **Expected Class Size:** 15 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Spring 2016
SEM Section: 01 MW 11:00 12:15 Instructor: Leslie Brown

AMST 167(F) Let Freedom Ring? African Americans and Emancipation (W)
Crosslistings: HIST 167/AFR 167/AMST 167
This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.
Class Format: seminar **Requirements/Evaluation:** research paper, short writing assignments, class participation **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Gretchen Long

AMST 168 1968-1969: Two Years in America (W) Crosslistings: HIST 168/AMST 168
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."
Class Format: seminar **Requirements/Evaluation:** 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 **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
SEM Instructor: Scott Wong

AMST 202(S) History Behind the Headlines (D) Crosslistings: HIST 201/AMST 202
This course challenges students to think historically about the present by introducing the discipline's methods and conceptual tools to explore the background of news stories. What are the histories behind the headlines, specially the major issues covered by the media? How do media and public discourses reflect the use (or abuse) history to interpret or represent those issues? Students will be encouraged to become more critical consumers of "the news," but more importantly to see themselves, their families, and their peers as part of a historical contingent who are affected by the past. To augment the course, guest speakers visit the class to talk about how the topics they research and are represented in public discourses. Because of its commitment to explore how people in different societies respond to the pressing issues of the day and on how people in various corners of the world are redefining and rethinking notions of rights, this course is part of the Exploring Diversity Initiative (EDI).
Class Format: lecture **Requirements/Evaluation:** preparation for and participation in class and four papers **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** seniors and juniors
Distributional Requirements: Division 2 Exploring Diversity

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Leslie Brown

AMST 205 Chicana/o Film and Video (D) Crosslistings: LATS 203/ARTH 203/WGSS 203/AMST 205
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.Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the media, the course fulfills the Exploring Diversity Initiative's themes of critical theorization and power and privilege.
Class Format: film screenings will be scheduled as a lab **Requirements/Evaluation:** evaluation will be based on one short paper, mid-term exam, final exam and take home essays
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Distribution Notes:** meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ARTH post-1600 Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Not Offered Academic Year 2016
LEC Instructor: C. Ondine Chavoya

AMST 207(F) Introduction to Latina/o Literatures (D) Crosslistings: LATS 208/AMST 207/COMP 211/ENGL 251
This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. Readings include works by Tómas Rivera, Cristina García, Cristy C. Road, Oscar Zeta Acosta, Junot Díaz, Alisa Valdes-Rodriguez, and more. This course fulfills the Exploring Diversity Initiative requirements as it offers students a comparative study of cultures and societies by examining the U.S. racial project of constructing a Latina/o people out of various peoples. Additional attention is given, under the rubric of power and privilege, to the specific economic and political institutions that structure Latina/o cultural production.
Class Format: lecture **Requirements/Evaluation:** students will be evaluated based on weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** Latina/o Studies concentrators, American Studies and Comparative Literature majors **Distribution Notes:** meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST or LATS
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Alma Granado

AMST 208T(F) Time and Blackness (W) Crosslistings: AFR 208/AMST 208/REL 262
The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from — and create —paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

Class Format: tutorial Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
TUT Section: T1 TBA Instructor: James Manigault-Bryant

AMST 209 Ecologies of Place: Culture, Commodities and Everyday Life Crosslistings: ENVI 209/ANTH 209/AMST 209
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.
Class Format: lecture/discussion Requirements/Evaluation: three 5- to 7-page essays and several shorter writing assignments Prerequisites: none; open to first-year students
Enrollment Limit: 20 Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP PE-B Group Electives ENVP PTL-A Group Electives ENVP SC Theory/Method Courses ENVP SC-B Group Electives

Not Offered Academic Year 2016
LEC Instructor: Nicolas Howe

AMST 210 Culture and Incarceration Crosslistings: PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210
This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives.
Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.
Class Format: seminar Requirements/Evaluation: attendance and active participation (10%); collective/group presentations (30%); four 5-page double spaced e-papers (60%)
Prerequisites: none Enrollment Limit: 15 Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora JLST Enactment/Applications in Institutions

Not Offered Academic Year 2016
SEM Instructor: Joy James

AMST 211(S) Race and the Environment (D) Crosslistings: AFR 211/ENVI 211/SOC 211/AMST 211
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a self-scheduled final Prerequisites: none Enrollment Limit: 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives PHLH Nutrition,Food Security+Environmental Health PHLH Social Determinants of Health

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: James Manigault-Bryant

AMST 213 Black Politics in the United States Crosslistings: PSCI 213/AFR 216/AMST 213
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.
Class Format: seminar; class time will be divided between lectures and class discussions
Requirements/Evaluation: two 6- to 8-page response papers, a take-home final exam, reading evaluations and class participation Prerequisites: none Enrollment Limit: 25
Expected Class Size: 25 Enrollment Preferences: sophomores and juniors
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Candis Smith

AMST 215 Experimental Asian American Writing Crosslistings: AMST 215/ENGL 217/COMP 215
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, Theresa H., Cha, John Yau, Mei-mei Berssenbrugge, Tan Lin, Prageeta Sharma, Bhanu Kapil, and Tao Lin.
Class Format: seminar Requirements/Evaluation: papers (6-8 pp. and 10-12 pp.) plus in-class presentation, brief response papers, and class participation Prerequisites: none
Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: if the course is over-enrolled, preference will be given to American Studies majors Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses

Not Offered Academic Year 2016
SEM Instructor: Dorothy Wang

AMST 216(S) Environmental Humanities: Theory and Practice (D) Crosslistings: ENVI 217/AMST 216
How does culture shape our use and imagination of the physical environment? And how does the physical environment shape culture in turn? These are the central questions of the environmental humanities. This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer these questions by incorporating insights from social theory and cultural criticism. Focusing on studies of land and landscape in the Americas from the time of European colonization to the present, it will examine key works from fields such as environmental history, ecocriticism, environmental philosophy, and cultural geography, and it will survey the major methodological and theoretical commitments that unite these fields. Emphasis will be placed on the ideological critique of modernity. How have scholars made environmental sense of liberalism, colonialism, capitalism, nationalism, sexism, racism, and speciesism? 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? This course fulfills the Exploring Diversity requirement.
Class Format: lecture/discussion Requirements/Evaluation: three 5- to 7-page essays; several shorter writing assignments Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 19 Expected Class Size: 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Critical and Cultural Theory Electives AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC Theory/Method Courses

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Nicolas Howe

AMST 217 Race(ing) Sports: Issues, Themes and Representations of Black Athletes Crosslistings: AFR 217/AMST 217/SOC 217/ENGL 215
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading and/or listening assignments, one 5-page paper, final group project Prerequisites: none; open to all Enrollment Limit: 25 Expected Class Size: 20 Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or SOC
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
LEC Instructor: Rashida Braggs

AMST 218(F) The History of American Capitalism Crosslistings: LEAD 220/HIST 291/AMST 218
This course surveys the history of American capitalism from the 17th century to the present. Organized around the twin themes of growth and inequality, it charts how a relatively minor group of colonies developed into a world economic superpower, and how this transformation has shaped how Americans have lived and worked. More than just a history of business titans, it looks in detail at how political and social contests have shaped the American economy. Among the topics we will discuss are: the differences between Native and colonial economies; the role of slavery in American economic development; the rise of wage labor and the gendering of economic activities; the effects of war, corporate consolidation, and new technologies; the shifting part played by America's governments in promoting, shaping, and sometimes constraining economic growth; the "financialization" of the American economy; and the striking

rise in economic inequality in the late 20th century. As students of Leadership Studies, we will pay particular attention to the roles individuals and organizations have played in reshaping the contours of the American economy. Students should note that this course employs primarily qualitative modes of analysis; course work in economics is not presumed.
Class Format: lecture Requirements/Evaluation: term paper (8-10 pages), midterm and final in-class exams Prerequisites: none Expected Class Size: 25 Enrollment Preferences: leadership studies and american studies concentrators; history majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Mason Williams

AMST 220(F) Introduction to African American Literature (W) Crosslistings: ENGL 220/AMST 220/AFR 220
What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness.
Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.
Class Format: seminar Requirements/Evaluation: writing assignments for the course will total 20 pages, distributed over 4 papers Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: English majors and Africana Studies concentrators Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: David Smith

AMST 221 Introduction to Urban Studies: Shaping and Living the City Crosslistings: LATS 220/AMST 221/ENVI 221
Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (5-7 pages) and final essay (8-10 pages) Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: first and second year students as well as American Studies majors and Latina/o Studies concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ASAM Related Courses ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives EXPE Experiential Education Courses GBST Urbanizing World Electives LATS Core Electives

Not Offered Academic Year 2016
LEC Instructor: Merida Rua

AMST 224(S) U.S. Latina @ Religions (D) Crosslistings: LATS 224/AMST 224/REL 224
In this course, we will engage aspects of Latin@ religious experiences, practices, and expressions in the United States of America. We examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latin@ communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices—such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latin@ Muslims, and Santería—by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. We will also consider, though more briefly, historical contexts in Iberia and Latin America, as well as questions of how one studies Latin@ religions. Rooting ourselves in the social, political, cultural, and historical contexts in which particular Latin@ religious formations developed, this EDI course examines issues of social and institutional power relations that influence particular religious formations.
Class Format: discussion Requirements/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 Prerequisites: none Enrollment Limit: none Expected Class Size: 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2016
LEC Section: 01 MWF 11:00 12:15 Instructor: Jacqueline Hidalgo

AMST 227 Utopias and Americas Crosslistings: REL 227/LATS 227/AMST 227/ENVI 227
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? This course considers the relationship between 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 on particular examples of utopianism in the U.S.A. We will attend to particular instances of utopian social dreaming that re-imagine time, space, environment, gender, family, education, and power. 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.
Class Format: seminar Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 19 Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Jacqueline Hidalgo

AMST 229 Reel Jesus: Reading the Christian Bible and Film in the U.S.A. (W) Crosslistings: REL 229/AMST 229
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation based on participation, short writing exercises (including three 1-pg film analyses and three 1-pg text analyses), one 3-pg analytical essay that will also be revised, a 6-pg synthetic midterm essay, and a final 10-pg review essay Prerequisites: none Enrollment Limit: 19 Expected Class Size: 12
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
LEC Instructor: Jacqueline Hidalgo

AMST 231(S) Approaches to Media Studies: Analyzing Mediated Difference Crosslistings: LATS 231/AMST 231/WGSS 232
Media's influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats.This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hand-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity.
Class Format: seminar Requirements/Evaluation: participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods Prerequisites: none Enrollment Limit: 12 Expected Class Size: 10 Enrollment Preferences: Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality majors by seniority Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Comparative Race + Ethnic Studies Electives LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Maria Elena Cepeda

AMST 237(S) Religion, Politics, Culture: Islam in the United States (D) Crosslistings: REL 237/AMST 237/AFR 237
Malcolm X is likely the most prominent and influential Muslim figure in the history of the United States. His story represents two fundamental themes in the history of Islam in America: conflict between Muslims over what is "authentic" or "orthodox" Islam; and the ways that American history, politics, and culture determine the contours of "American Islam". This course will explore these two themes through an array of topics in the history of American Islam. In so doing, we will examine the complex relation between religion, politics, and culture in the United States. Beginning with the story of Malcolm X, the Nation of Islam, and other African-American Muslim movements, we will try to understand: What made Islam so appealing to millions of African-Americans throughout the 20th century? And were these genuinely "religious" and "Islamic" movements, or just racial/political "black nationalist" movements in the guise of religion? What counts as legitimately "Islamic", and who gets to decide? We will then move into the latter half of the 20th century and the post-9/11 debates over authentic Islam. What happened to American Muslim communities and organizations after the waves of post-1965 immigration from Muslim countries? How have debates about Muslim identity shifted over time, from being configured in terms of black separatism, to transnational/diasporic identity, to the attempts at articulating an indigenous "American-Muslim" identity? How have national narratives around 9/11 and the "War on Terror" impacted these debates over identity and "true Islam"? And how have these debates intersected with gender, racial, and ethnic politics?
Throughout the course, we will be studying historical and anthropological material, autobiographies, novels, documentaries, films, and social media. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and age.
Class Format: seminar Requirements/Evaluation: in-class participation and presentations; 3 short essays; final project Prerequisites: none Expected Class Size: 12 Enrollment Preferences: none
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2016

SEM Section: 01 MR 01:10 02:25 Instructor: Zaid Adhami

AMST 240 Latina/o Language Politics: Hybrid Voices (D) Crosslistings: LATS 240/AMST 240/COMP 210
In this course we will focus on issues of language and identity in the contemporary linguistic practices and literary production of various Latina/o communities. We will ask: How are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Building on an overview of common linguistic phenomena such as code-switching (popularly known as "Spanglish") and Latina/o English, we will also examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres, including theatre, autobiography, novels, and poetry by writers such as Sandra Cisneros, Junot Díaz, Martín Espada, Víctor Hernández Cruz, Dolores Prida, Richard Rodríguez, and Michele Serros, among others. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.
Class Format: seminar Requirements/Evaluation: participation, two essays, final take-home examination Prerequisites: none Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority Distribution Notes: meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Maria Elena Cepeda

AMST 241 Performing Masculinity in Global Popular Culture (D) Crosslistings: WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes — had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.
Class Format: seminar Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 8-10 page final paper, short field trip reaction essay Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: EXPE Experiential Education Courses LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Gregory Mitchell

AMST 242(F) Americans Abroad (D) (W) Crosslistings: COMP 242/ENGL 250/AMST 242
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. *All readings will be in English.* This comparative course fulfills the EDI requirement because it is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts.
Class Format: seminar Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences Prerequisites: any literature course at Williams or permission of instructor Enrollment Limit: 18 Expected Class Size: 18 Enrollment Preferences: students interested in, or returning from, study abroad; and/or students studying abroad at Williams Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Soledad Fox

AMST 244(S) What They Saw in America Crosslistings: SOC 244/HIST 366/AMST 244
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, capitalism, and race.
Class Format: seminar Requirements/Evaluation: active class participation, two or three short papers, and a class presentation/final paper Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: Anthropology and Sociology majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: James Nolan

AMST 257(S) Beyond Tonto: American Indians in Film (D) Crosslistings: AMST 257/HIST 357/ARTH 260/ENGL 260/COMP 273
In 1893, Thomas Edison unveiled the kinetoscope and allowed audience members to glimpse the Hopi Snake Dance by peeking into the device's viewing window. Since the birth of the motion picture, films portraying Native Americans (often with non-Native actors in redface) have drawn upon earlier frontier mythology, art, literature, and Wild West performances. These depictions in film have embedded romanticized and stereotyped ideas about American Indians in the imaginations of audiences throughout the United States and around the world. In this course, we will critically examine representations of American Indians in film, ranging from the origins of the motion picture industry to the works of contemporary Native filmmakers who challenge earlier paradigms. We will reflect upon revisionist narratives, the use of film as a form of activism, Indigenous aesthetics and storytelling techniques, reflexivity, and parody. Throughout the semester, we will view and discuss ethnographic, documentary, and narrative films. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will examine power relations, cross-cultural interaction, and Indigenous social experiences.
Class Format: seminar Requirements/Evaluation: attend evening film screenings each week; two short papers; and a 10-page final Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: American Studies majors Distribution Notes: meets Division 2 requirement if registration is under AMST or HIST; meets Division 1 requirement if registration is under ENGL, ARTH, or COMP Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Doug Kiel

AMST 263 Cold War Technocultures Crosslistings: SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263
With the Soviet Union's collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world" hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period. The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical treads connecting MIT's legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin's spaceflight, the Apollo moon landing, and American civil defense; the postwar science of cybernetics and the emergence of the now iconic cyborg; the Club of Rome's *Limits to Growth* report and the Gaia hypothesis; plans backed by NASA for the industrialization, humanization, and colonization of outer space; and Ronald Reagan's Strategic Defense Initiative, "'Star Wars". Finally, case studies considered in Part III will focus on moments of conflict and resistance, appropriation, and unintended consequences of the preceding and other Cold War technological developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural causality of the US/CIA-backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberalism(s).
Class Format: seminar Requirements/Evaluation: weekly discussion precis, film screenings, class presentations, and a final research project decided in consultation with the instructor Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: preference will be given to students with a demonstrated interest in the study of Cold War science and technology
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Grant Shoffstall

AMST 264(F) American Art and Architecture, 1600 to Present Crosslistings: ARTH 264/AMST 264
American art is often looked at as a provincial version of the real thing—i.e., European art—and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.
Class Format: lecture Requirements/Evaluation: 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam Prerequisites: ARTH 101-102 or permission of instructor Enrollment Limit: 60 Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1600 Courses

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Michael Lewis

AMST 265 Pop Art (W) Crosslistings: ARTH 265/AMST 265
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.

Class Format: lecture/discussion **Requirements/Evaluation:** two short response papers, oral presentation, and one final research paper **Prerequisites:** ARTH 102 **Enrollment Limit:** 16 **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives ARTH post-1600 Courses

Not Offered Academic Year 2016
LEC Instructor: C. Ondine Chavoya

AMST 266(S) Topics in American Literature: Freedom and Captivity (W) Crosslistings: ENGL 265/AMST 266
Letters from prison are as central to American literature as are dreams of freedom. This course explores the persistent concern in American literature and culture with forms of freedom and captivity in works ranging from William Bradford's Of Plymouth Plantation (1651) to Guantanamo Diary (2015) by Mohamedou Ould Slahi. Literature will include essays and sermons, novels, slave narratives, captivity narratives, and letters from prison (Concord, Birmingham, Folsom State). The course will be weighted toward the 19th century, but will make constant reference to 20th- and 21st-century work as we explore the American carceral imagination in the shift from a slavery democracy to a penal democracy. We will view contemporary films that represent slavery and emancipation, (*Django Unchained* and *Twelve Years a Slave*), as well as visual art and photography.
Class Format: seminar **Requirements/Evaluation:** three 5- to 7-page papers and one 10-page final essay; weekly short responses. **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students, sophomores, and English majors who have yet to take a Gateway course **Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives ENGL 200-level Gateway Courses ENGL Literary Histories B JLST Interdepartmental Electives

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Cassandra Cleghorn

AMST 272(S) American Postmodern Fiction (W) Crosslistings: ENGL 272/AMST 272
American fiction took a turn at World War II: from modernism to postmodernism. The most obvious mark of postmodern narration is its self-consciousness. Already a paradox emerges: why would World War II make narratives self-reflexive? The best text for this paradox is Heller's *Catch-22*. Subsequent books: Nabokov's *Pale Fire*, Pynchon's *The Crying of Lot 49*, Morrison's *Beloved*, DeLillo's *White Noise*, Johnson's *Jesus's Son*, Carver's *What We Talk About When We Talk About Love*.
Class Format: seminar **Requirements/Evaluation:** four papers totaling about 20 pages; participation in class discussions **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores, first-years students, or English majors without a prior gateway **Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: John Limon

AMST 275T(S) American Drama: Hidden Knowledge (W) Crosslistings: THEA 275/COMP 275/ENGL 224/AMST 275
The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machievelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Edward Albee, Suzan-Lori Parks, Sarah Ruhl, Sam Shepard, Eugene O'Neill, Arthur Miller, David Mamet, Amy Herzog, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.
Class Format: tutorial **Requirements/Evaluation:** weekly papers/response papers; weekly meeting with instructor and tutorial partner **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Theatre majors, English majors **Distribution Notes:** meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under AMST **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives

Spring 2016
TUT Section: T1 TBA Instructor: Robert Baker-White

AMST 279 From Cahokia to Casinos: Histories of Native North America from Precontact to the Present Crosslistings: HIST 279/AMST 279
This course will introduce students to the Native histories of North America, from theories about the arrival of the "first Americans" to this continent, through the possibilities of early encounters and the challenges of different colonial systems, to the creation of the United States and subsequent policies of forced removal, allotment, assimilation, and education. We will also focus on Native responses to such policies, including the Red Power movement and other efforts aimed at gaining the right to be both Native and American. Finally, we will examine the issues facing Indian Country today (such as environmental worries, health concerns, and gaming and land rights) as Native peoples continue to fight to maintain their political, cultural, and territorial sovereignty in the face of what many see as an ongoing process of imperialism. Throughout, we will assume that Native Americans were and are active producers of their own histories; by seeing Native agency, adaptability, and tenacity, we can undermine the persistent "myth of the vanishing Indian". By the end of the course, students will be able to reevaluate their understanding of North American history in general and to answer the question of why Native American histories matter to all of us.
Class Format: lecture/discussion **Requirements/Evaluation:** students will be evaluated based on their participation in class discussion and completion of the required assignments, including a writing assignment and midterm and final exams **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** History majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC

AMST 280(F) Introduction to Native American History (D) Crosslistings: AMST 280/HIST 283
Long ignored and romanticized, Native American history has become a vibrant area of study rich with new scholarship. This course will grapple with the most important issues currently driving inquiry within the field. We will investigate pivotal developments in Native American history and build a foundation for future coursework in Native Studies. Course topics will include: the new worlds that Natives and various newcomers created, competing visions for what is now known as the United States, tribal sovereignty, federal Indian policy, notions of authenticity, structures of settler colonialism, resistance movements, Indigenous governance, cultural revitalization, conflict over natural resources, and urban experiences. We will also examine how stories about the Indigenous past have been politicized, and how Indigenous histories can reshape our broader understandings of American history and culture. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will examine shifting power relations and cross-cultural interaction in Native America.
Class Format: lecture **Requirements/Evaluation:** two short papers and an in-class essay midterm and final **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** American Studies majors and History majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Doug Kiel

AMST 284(F) Introduction to Asian American History (D) Crosslistings: HIST 284/AMST 284/ASST 284
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."
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on four 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 Class Size:** 30
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses HIST Group F Electives - U.S. + Canada

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Scott Wong

AMST 300 Lessons of 'The Game': The Wire and American Culture Crosslistings: AFR 300/AMST 300/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*. Due to its attention to crime, drug addiction, violence, and urban decay, this course is a part of the Gaudino Danger Initiative.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on 2-3 short papers (5-7 pages), and a final written project (10 pages) **Prerequisites:** none **Enrollment Limit:** 50 **Expected Class Size:** 50 **Enrollment Preferences:** none **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Not Offered Academic Year 2016
LEC Instructor: James Manigault-Bryant

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.
Class Format: discussion **Requirements/Evaluation:** 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 instructor **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** juniors majoring in American Studies **Dept. Notes:** required of junior majors
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Dorothy Wang

AMST 304(S) Asian American Writing and the Visual Arts (D) **Crosslistings:** AMST 304/ENGL 388/COMP 307
This course examines the intersection of Asian American writing and the visual arts in a range of works: graphic novels, art criticism, collaborative projects between poets and visual artists, works that combine textual and visual elements, ekphrastic poetry, poetry "inspired by" paintings, video work, digital poetry, among others. Writers and artists to be discussed include Mei-mei Berssenbrugge, Theresa Cha, Patty Chang, Mel Chin, Bhanu Kapil, Janice Lee, Tan Lin, Yoko Ono, Adrian Tomine, and John Yau.
Class Format: seminar **Requirements/Evaluation:** two papers, short assignments, presentation, participation **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors **Distribution Notes:** meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ASST Interdepartmental Electives

Spring 2016
SEM Section: 01 M 07:00 09:40 Instructor: Dorothy Wang

AMST 305 The Sociology of Black Religious Experience **Crosslistings:** AFR 305/REL 315/SOC 305/AMST 305
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.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, 2-3 short papers, and a final research paper **Prerequisites:** none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators and Anthropology/Sociology majors **Dept. Notes:** 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
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016

AMST 306 Queer of Color Critique: Race, Sex and Urban Life (D) **Crosslistings:** WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304
This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter-racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.
Class Format: discussion/lecture **Requirements/Evaluation:** mid-term essay, choice of final exam essay or 8-10 page research paper, responses to performance/special events **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Women's Gender & Sexuality Studies majors or prospective majors
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives ASAM Related Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Gregory Mitchell

AMST 307(F) Experimental African American Poetry **Crosslistings:** AMST 307/COMP 311/AFR 301/ENGL 327
Contemporary African American poets in various cities and towns across the nation—from New York City to Los Angeles, from Berkeley to Durham, N.C.—are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. This formally innovative poetry defamiliarizes what we normally expect of "black writing" and pushes us to question our assumptions and presumptions about black identity, "identity politics," the avant-garde (for example, is it implicitly raced?), formalism, socially "relevant" writing, the (false) dichotomy of form versus content, the black "community," digital poetics, and other issues of race and aesthetics. We will examine the writings of living poets, who range widely in age, and those of their avant-garde predecessors in the twentieth century. We will also be making links between this poetry and African American music and visual art.
Class Format: seminar **Requirements/Evaluation:** two papers (6-8 pp., 8-10 pp.), short response papers, oral presentation, and class participation **Prerequisites:** none, though at least one previous literature course preferred **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors **Distribution Notes:** meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
SEM Section: 01 M 07:00 09:40 Instructor: Dorothy Wang

AMST 309(F) Womanist/Black Feminist Thought **Crosslistings:** AFR 310/REL 310/WGSS 310/AMST 309
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2015
LEC Section: 01 M 07:00 09:40 Instructor: Rhon Manigault-Bryant

AMST 311 Development of American Indian Law & Policy (D) **Crosslistings:** AMST 311/HIST 368
In this course, we will conceptualize Native peoples as nations, not merely racial/ethnic minorities. Students will learn about the unique legal landscape in Indian Country by charting the historical development of tribal governments and the ever-changing body of U.S. law and policy that regulates Indian affairs. We begin by studying Indigenous legal traditions, the European doctrine of discovery, and diplomatic relations between Native nations and European empires. We then shift our focus to treaty-making, the constitutional foundations of federal Indian law, 19th century U.S. Supreme Court decisions, and the growth of the federal bureaucracy in Indian Country. The course devotes considerable attention to the expansion of tribal governmental authority during the 20th century, the contemporary relationship between Indian tribes and the federal/state governments, and the role of federal Indian law as both a tool of U.S. colonial domination and a mechanism for protecting the interests of Indigenous communities. No prior background in law or Native American history is required.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based upon short papers, group work, and in-class essay exams **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** American Studies majors and History majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Doug Kiel

AMST 312 Chicago **Crosslistings:** LATS 312/AMST 312/ENVI 313
"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind 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.
Class Format: discussion **Requirements/Evaluation:** 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) **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives GBST Urbanizing World Electives LATS Core Electives

Not Offered Academic Year 2016
LEC Instructor: Merida Rua

AMST 313(S) Gender, Race, and the Power of Personal Aesthetics (D) Crosslistings: LATS 313/AMST 313/WGSS 313/AFR 326
This course focuses on the politics of personal style among 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 including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and 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," "Arab American" 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 activist strategy challenge traditional understandings of feminist political activity?
Class Format: seminar Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam Prerequisites: LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses LATS Comparative Race + Ethnic Studies Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Maria Elena Cepeda

AMST 314(F) Groovin' the Written Word: The Role of Music in African American Literature Crosslistings: AFR 314/AMST 314/COMP 321/ENGL 314
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 3-page paper, one 6- to 8-page paper comparing two works, one in-class spoken word performance with 2-page report, final presentation Prerequisites: none; open to all Enrollment Limit: 20 Expected Class Size: 15 Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP or ENGL
Extra Info: not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Rashida Braggs

AMST 315 Blackness 2.0: Race, Film and New Technologies Crosslistings: AFR 315/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; blogosphere politics; social networking; gaming and the virtual world; activism on the web; and fandom in the twitter era.
Class Format: seminar Requirements/Evaluation: evaluation based on class participation, maintenance & update of a personal blog (including weekly reading-related posts), & the design of a final, original multimedia project explicitly connected to race & new media/race & new technologies Prerequisites: none Enrollment Limit: 13 Expected Class Size: 13
Enrollment Preferences: Africana Studies concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Rhon Manigault-Bryant

AMST 316 Sacred Cinema: Black Religion and the Movies Crosslistings: AFR 316/REL 265/AMST 316
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.
Class Format: lecture/discussion Requirements/Evaluation: class participation and film viewings, film analyses, a Comic Life midterm project, and the completion of an original multimedia narrative Prerequisites: none Enrollment Limit: 13 Expected Class Size: 13
Enrollment Preferences: Africana Studies concentrators, Religion majors
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
LEC Instructor: Rhon Manigault-Bryant

AMST 317(S) Black Migrations: African American Performance at Home and Abroad Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A
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. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.
Class Format: seminar/discussion Requirements/Evaluation: evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report
Prerequisites: none; open to all Enrollment Limit: 15 Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Rashida Braggs

AMST 318 California: Myths, Peoples, Places (W) Crosslistings: LATS 318/AMST 318/REL 318/COMP 328/ENVI 318
"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."
Class Format: seminar Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: none Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Jacqueline Hidalgo

AMST 319 Ethnographic Approaches to Africana Studies Crosslistings: AFR 319/SOC 319/AMST 319
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.
Class Format: seminar Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 15 Expected Class Size: 10
Enrollment Preferences: Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Rhon Manigault-Bryant

AMST 320 Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture
Crosslistings: AFR 320/AMST 320/WGSS 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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on attendance/participation, short response papers, and a midterm and final portfolio
Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: Women's Gender & Sexuality Studies majors and Africana Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Rhon Manigault-Bryant

AMST 322 Race, Culture, Incarceration (D) (W) Crosslistings: INTR 322/PSCI 313/AFR 322/AMST 322
This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the Untied States.
Class Format: seminar Requirements/Evaluation: brief analytical papers and group presentations. Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Joy James

AMST 323 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
Crosslistings: AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356
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 and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.
Class Format: seminar Requirements/Evaluation: 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)
Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: none Dept. Notes: this course is part of the Gaudino Danger Initiative
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under ARTH, COMP or ENGL Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Rashida Braggs

AMST 327(S) Racial and Religious Mixture (D) (W) Crosslistings: LATS 427/REL 314/AMST 327/AFR 427
The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies. Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this EDI course investigates the ways that knowledge about mixture and difference have been critically constructed and transformed.
Class Format: seminar Requirements/Evaluation: evaluation based on participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a 20- to 25-page research paper Prerequisites: none Enrollment Limit: 19 Expected Class Size: 10 Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2016
SEM Section: 01 M 07:00 09:40 Instructor: Jacqueline Hidalgo

AMST 328(F) Media Events (W) Crosslistings: SOC 328/AMST 328
Today, live broadcasts of historic events draw together wide audiences, creating modern rituals that invite participation and foster a sense of membership in society. Media events, as Daniel Dayan and Elihu Katz argue, include "contests" such as political campaigns and sporting events, "charismatic missions" such as the moon landing, and "rites of passage" such as state funerals and national memorial services. This course will examine media events as a modern form of ritual. Preliminary readings will include theoretical treatments of ritual by thinkers such as Émile Durkheim, Claude Lévi-Strauss, Mary Douglas, and Victor Turner as well as more recent adaptations of these theories for the age of mass media. We will then examine several case studies, reading scholarly interpretations of media events while also delving into media representations firsthand by viewing news coverage, analyzing magazine and newspaper articles, examining photographs, and—for more recent events—exploring the role of social media. How do modern media events compare with the forms of ritual described in classic theoretical texts? Are they merely "spectacles" or "pseudo-events" that serve political and/or corporate interests, or are they sources of genuine solidarity and wellsprings for civic participation? What role do political comedy and satire play in shaping and framing media events? Has the rise of social media transformed our experience of these events? Have catastrophic events such as natural disasters and terrorist attacks—which we can increasingly "witness" in real time through various media sources—become a new kind of media event? We will focus primarily on the U.S., but will also work to draw comparisons. Throughout the semester, each student will develop a significant project on an event of his or her choosing.
Class Format: seminar Requirements/Evaluation: active participation, 3-4 short memos, a 15-page paper that will go through draft and revision stage, and a final class presentation
Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Anthropology and Sociology majors
Distributional Requirements: Division 2 Writing Intensive

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Christina Simko

AMST 329(F) Revolt and Revelation in 20th-Century Americas (D) Crosslistings: LATS 328/AFR 328/AMST 329/REL 223
Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutierrez asked "Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?" Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of "God-talk" broadly termed "liberation theologies" that critiqued and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings—such as those of Gutierrez—and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, México, Perú, and the United States of America between 1960-2000. This EDI course examines issues of social and institutional power relations that influence particular religious formations as well as the way religious formations respond to and structure social and institutional power relations
Class Format: lecture/discussion Requirements/Evaluation: this course will be mostly discussion, with grading based upon participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 8- to 12-page final essay Prerequisites: none Enrollment Limit: none Expected Class Size: 10 Enrollment Preferences: majors and concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: LATS Core Electives

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Jacqueline Hidalgo

AMST 331(F) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City
Crosslistings: THEA 330/COMP 330/AMST 331
This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafrcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Briton*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.
Class Format: seminar Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance Prerequisites: none Enrollment Limit: 12 Expected Class Size: 10 Enrollment Preferences: none Distribution Notes: meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Deborah Brothers

AMST 332(S) Race, Gender, and Performance from Literature to Social Media (D)
Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322
What different conversations around the topic of "diversity" might be had if we think of race, gender, and sexuality as performative? How might the analytic of performance equip us in this course to identify marginalized modes of being and to enact anti-xenophobic strategies for everyday practice? In this course we will study multiple forms of contemporary performance (including performance art, visual art, sound art, social media, literature, politics, and performance of everyday life) by artists of diverse racial, gender, and sexual identification to think about belonging and alternative forms of world-making.
We will explore these questions in a United States context through engagement with cultural texts that destabilize ideological binaries of female/male, black/white, heterosexual/homosexual, subject/object, and human/non-human, including scholarship in critical ethnic studies, queer of

color critique, and affect studies. We will begin with linguistic philosopher J.L. Austin's theory of the performative speech act, and proceed with theorists including Judith Butler and José Esteban Muñoz to consider gender and racial performativities. Artists studied will range from the conceptual (including Adrian Piper, Nao Bustamante, and Yoko Ono) to the popular (including Rihanna, Miley Cyrus, R. Kelly). This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces? This EDI course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.
Class Format: seminar **Requirements/Evaluation:** in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Distribution Notes:** meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses LATS Comparative Race + Ethnic Studies Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Vivian Huang

AMST 333(S) An American Family and "Reality" Television (W) **Crosslistings:** ARTH 310/WGSS 312/AMST 333/COMP 316
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television.
In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.
Class Format: seminar **Requirements/Evaluation:** class presentations, research assignments, and final 16- to 20-page research paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** junior majors, followed by senior majors **Distribution Notes:** meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives ARTH post-1600 Courses

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: C. Ondine Chavoya

AMST 334 Sexual Economies (D) **Crosslistings:** WGSS 301/AMST 334/ANTH 301
This course examines various forms of sexual labor in a variety of global contexts with an emphasis on contemporary anthropological and sociological research and its implications for public policy. Our topics include: (a) traditional sex work (e.g., pornography, escorting, street prostitution, brothels, sex tourism), (b) sexualized labor without physical contact (e.g., stripping, burlesque, phone/online sex), and also (c) contemporary debates about sex trafficking and sex worker migration. Because of our ethnographic focus, the readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, and backgrounds in order to explore the broader social implications of our subject matter. A key component of this course is a field trip to New York City to meet with sex workers and sex worker rights advocates. (Note: students should be advised that we will necessarily encounter and discuss adult content and images that some may find offensive.)
Class Format: seminar **Requirements/Evaluation:** mid-term essay, an 8- to 10-page final research paper, field trip reaction paper **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Women's Gender & Sexuality Studies majors; short statement of interest
Distributional Requirements: Division 2 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Gregory Mitchell

AMST 336T(S) Two American Poets: Wallace Stevens and John Ashbery (W) **Crosslistings:** AMST 336/ENGL 320/COMP 335
This tutorial focuses on the work of two major American poets who are known for their "difficult" poetry. In some respects, Stevens (1879-1955) and Ashbery (b. 1927) book-end twentieth-century poetry: Stevens is a major Modernist poet, perhaps the most philosophically oriented American poet of the twentieth century, and Ashbery is considered by most critics to be the most important American poet alive. Students will do close readings of their poems (and one play, "Three Travelers Watch a Sunrise", by Stevens), as well as read their writing on poetry and art. We will discuss the overlaps between Stevens' and Ashbery's work and lives—their having grown up in the Northeast and attended Harvard, what some see as the abstractness of their writing, their mastery of tone, among others—but also the differences: Ashbery's sexuality, his having lived in France, the supposedly more "avant-garde" nature of Ashbery's work, and so on. Along the way, we will ask questions about the nature of poetic difficulty, of abstraction, of the (lyric) poetic speaker in their works, of poetic tone, of the link between the poem and the world (e.g., in description), of the thinking and philosophizing that poems do. We will also ask about their links to major poetry "movements" (Modernism, the New York School) and pose questions that are rarely asked about their poetry, such as "What are the politics, implicit and explicit, in their poems?" "What are their views about the United States and American society and culture?" "What assumptions about race, gender and class are embedded in their poetry?" And, always, we will be paying close attention to the question of form and language in Stevens' and Ashbery's poetry.
Class Format: tutorial **Requirements/Evaluation:** typical tutorial format; papers every other week **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** ENGL majors, COMP majors, AMST majors; preference will be given to students who have already taken at least one literature class **Distribution Notes:** meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives

Spring 2016
TUT Section: T1 TBA Instructor: Dorothy Wang

AMST 337(S) Latina/o and Indigenous Literatures **Crosslistings:** LATS 336/COMP 342/ENGL 365/AMST 337
Indigeneity has been central conceptually, theoretically, culturally, and politically in Latina/o and indigenous literatures. We will examine points of commonality and contention in the ways U.S.-based Latina/o and indigenous writers represent, explore, and employ indigeneity. How have these writers articulated indigeneity as a theoretical concept, cultural signifier, and epistemology? How do conceptions of sovereignty and self-determination shift across these works and the historical contexts from which they emerge? Further, what roles do space, place, and land play in the embodiment of indigeneity in Latina/o and indigenous literatures? Students will read short stories, novels, poetry, and drama by writers such as alurista, Gloria Anzaldúa, Cherríe Moraga, Héctor Tobar, Simon Ortiz, Louise Erdrich, Craig Santos Perez, Alani Apio, and Leslie Marmon Silko.
Class Format: seminar **Requirements/Evaluation:** participation, online posts, midterm, and a seminar paper that will require the submission of an annotated bibliography, proposal, and abstract **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** junior and senior Latina/o Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under LATS or AMST
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Alma Granado

AMST 338(F) The American Renaissance **Crosslistings:** ENGL 338/AMST 338
"The American Renaissance" keeps shifting and expanding since it was named in 1941. It once centered on New Englanders (plus Whitman) in intersecting circles who produced masterpieces between 1850 and 1855, Transcendentalists or doubters of Transcendentalism. Emerson and Thoreau were Transcendentalist neighbors; they knew Hawthorne; they were very intrigued by Whitman; Hawthorne and Melville knew each other, though Hawthorne did not know what to make of his increasingly desperate friend. It took the twentieth century to know what to make of Melville; also to find its way to a genius unknown to any of them (Dickinson). Perhaps the jury is still out on a genius from another region (Poe); and only in the last decades has the work of another Southerner, the escaped slave Harriet Jacobs, found its way to the canon. Now the term "The American Renaissance" includes writing from 1830 to the Civil War (and its aftermath), the first great era of American writing, whose explosive cultural energy was provided by Puritan optimism and its shadow, Evangelical fervor, expansive Jacksonian democracy, slavery, and the looming crisis of slavery.
Class Format: seminar **Requirements/Evaluation:** 3 papers totaling about 15 pages; class participation **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors, American Studies majors **Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives ENGL Literary Histories B

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: John Limon

AMST 339(F) Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality (D) (W) **Crosslistings:** LATS 338/AMST 339/WGSS 338
In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?
Class Format: seminar **Requirements/Evaluation:** class participation, one semester-long original research project conducted in stages, one ethnographic exercise **Prerequisites:** prior courses in AMST, LATS, or WGSS; not open to first-year students **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Maria Elena Cepeda

AMST 342T(S) Interior Lives: Ninteenth-Century American Literature and the Idea of Home (W) **Crosslistings:** AMST 342/ENGL 342/COMP 348
We often discuss US history in terms of leaving home: the escape from an old world and the discovery of a new one, the journey from a civilized east to a western frontier, the violent displacement of indigenous peoples and Africans from their native lands. In contrast to these narratives, this course is about staying home. It will explore houses as both actual structures and imaginary places in the work of several major nineteenth-century American writers. We will think about the home as a real space whose walls, windows, and doors organized domestic life— how and when individuals worked, ate, slept, had sex, were enslaved, raised children, cared for the sick, and died—and study the home's functions as a metaphor for big, abstract ideas about privacy and politics, individualism and nationhood, escape and return, freedom and oppression. Through careful examination of fiction and personal narratives, as well as poetry, photographs, and domestic manuals, the class will consider what it meant to be "at home", what it meant to be imprisoned there, and what it meant to run away. The syllabus will include writing

by J.H. Banka, Gustave de Beaumont and Alexis de Tocqueville, Emily Dickinson, Frederick Douglass, Charlotte Perkins Gilman, Harriet Jacobs, Herman Melville, Florence Nightingale, Edgar Allan Poe, Jacob Riis, Henry David Thoreau, Mark Twain, and Edith Wharton, as well as secondary materials by Gaston Bachelard, Russ Castronovo, Michel Foucault, Diana Fuss, Caleb Smith, and Wharton (on decorating).
Class Format: tutorial Requirements/Evaluation: participation, 5-6 tutorial papers, and 5-6 responses. Enrollment Limit: 10 Expected Class Size: 8 Enrollment Preferences: Sophomore, Junior, or Senior standing and at least one previous class in American Studies, English, or Comparative literature, {or} permission of the instructor Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives

Spring 2016
TUT Section: T1 TBA Instructor: Jamie Parra

AMST 343T(F) Representations of Racial-Sexual Violence from Enslavement to Emancipation (D) (W) Crosslistings: INTR 343/WGSS 343/AFR 343/AMST 343
This tutorial examines representations of and resistance to racial-sexual violence from enslavement to post-emancipation and contemporary culture in the United States. Texts include: legal articles; historical analyses such as D'Emilio et al., Intimate Matters; Hartman, Scenes of Subjection; Smith, Killers of the Dream; McGuire, At the Dark End of the Street; and films such as Griffith, Birth of a Nation; Micheaux, Within Our Gates; Gerima, Bush Mama. The primary focus is on black life, vulnerability to violence and mobilization for freedom during antebellum, postbellum/Reconstruction years of the 19th century; and 20th century convict prison lease system, Jim Crow segregation, mass incarceration.
Class Format: tutorial Requirements/Evaluation: weekly primary and response papers Prerequisites: none Enrollment Limit: 10 Expected Class Size: 8 Enrollment Preferences: American Studies and Women's Gender & Sexuality Studies majors and Africana Studies concentrators Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2015
TUT Section: T1 TBA Instructor: Joy James

AMST 345 Contemporary Theatre and Performance Crosslistings: THEA 345/ENGL 349/COMP 355/AMST 345
As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on it today's theatre and in performance now? 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 roughly 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 and groups to be considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Edward Albee, Sam Shepard, David Mamet, Caryl Churchill, Tony Kushner, David Henry-Hwang, Suzan-Lori Parks, Sarah Kane, Will Eno, Richard Maxwell, Annie Baker, and others.
Class Format: seminar Requirements/Evaluation: evaluation will be based on written and dramaturgical-based assignments, an oral presentation, as well as in-class discussions and a creative writing and/or performance project Prerequisites: none Enrollment Limit: 18 Expected Class Size: 15 Enrollment Preferences: Theatre, Art History, English or Comparative Literature majors Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1

Not Offered Academic Year 2016

AMST 346 Latinas/os and the Media: From Production to Consumption (D) (W) Crosslistings: LATS 346/AMST 346
As Latina/o Studies and Media Studies scholars have long noted, the media plays a key role in the construction of (trans)national identities. As such, this interdisciplinary course will focus on the areas of advertising, print media, radio, internet, television, media policy and audience studies in an attempt to answer the following: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How are Latina/o community practices shaped by the media, and vice versa? What research methodologies best capture the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of consumer agency come into play? How might media provide a means for affecting social change at both the local and global levels? In what ways do popular media impact our understanding of ethno-racial identities, gender, sexuality, class and nation? Readings include works by scholars such as Arlene Dávila, Juan González, Stuart Hall, Henry Jenkins, América Rodríguez, Joseph Torres, and Angharad Valdivia, among others.
Class Format: seminar Requirements/Evaluation: 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 Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Maria Elena Cepeda

AMST 351(F) Objects that Speak: Contemporary Engagements with the Archive of American Slavery Crosslistings: AMST 351/ENGL 379/COMP 356
In "The Lives of Infamous Men" Michel Foucault writes about his interest in the individuals he glimpses while reading prison records: "All those lives destined to pass beneath any discourse and disappear without ever having been told were able to leave traces—brief, incisive, often enigmatic—only at the point of their instantaneous contact with power." Only through these encounters with power are these lives thrust out of anonymity and into the historical record. The writers and artists in this course raise similar concerns about visibility and power as they engage with archives produced by slavery in the US. Students will closely examine work by novelists, critics, theorists, and visual artists who return again and again to several questions about slavery's material afterlife: Is it possible to reconstitute a history marked by silences, invisibility, and what Orlando Patterson famously calls "social death"? How can we revisit documents like plantation records, slave ship logs, or a racist social-scientific photographs without recapitulating their original violence? How might we appropriate such documents for anti-racist ends? Readings will include literary texts by Octavia Butler, Charles Johnson, Gayle Jones, Toni Morrison, M. Norbese Philip, and Derek Walcott, critical and theoretical writing by Colin Dayan, Darby English, Edouard Glissant, Saidiya Hartman, Fred Moten, and Hortense Spillers. We will also look at visual art by Romare Bearden, Glenn Ligon, Betye Saar, Lorna Simpson, Kara Walker, and Carrie Mae Weems.
Class Format: seminar Requirements/Evaluation: class participation, regular short writing and a 20-page term paper Prerequisites: previous work in American or literary studies or permission of instructor Enrollment Limit: 16 Expected Class Size: 12 Enrollment Preferences: majors in American Studies, English, and Comparative Literature Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Jamie Parra

AMST 356 The Rise of the North in Nineteenth Century America Crosslistings: HIST 356/AMST 356/LEAD 356
This course will study the diverse and vibrant economic, social, political, and cultural life of the northern states from the late-eighteenth century to the Civil War. Assignments will focus on specific civic, literary, business, and political leaders as a way to understand this era of rapid transformation. Topics covered will include industrialization, expansion, transcendentalism, regionalism, and political activism.
Class Format: seminar Requirements/Evaluation: class participation, two essays, regular short writing assignments, final Prerequisites: none Enrollment Limit: 40 Expected Class Size: 20 Enrollment Preferences: History majors and Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives

Not Offered Academic Year 2016

AMST 364(F) History of the Old South Crosslistings: HIST 364/AFR 364/AMST 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.
Class Format: discussion Requirements/Evaluation: evaluation based on class participation, two papers of moderate length, and a comprehensive final examination Prerequisites: none; open to first-year students with instructor's permission Enrollment Limit: 25 Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Charles Dew

AMST 365 History of the New South Crosslistings: HIST 365/AFR 365/AMST 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.
Class Format: discussion Requirements/Evaluation: evaluation based on class participation, 2 papers of moderate length, and a comprehensive final examination Prerequisites: none; open to first-year students with instructor's permission Enrollment Limit: 25 Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
LEC Instructor: Charles Dew

AMST 367(S) Race and Inequality in the American City Crosslistings: LEAD 313/HIST 385/AMST 367/AFR 367
In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services—-social problems borne primarily by people of color. This course will examine social inequalities in American cities from the Second World War to the present, with particular attention to the racialization of these inequalities. Among the topics we will cover are: housing and employment discrimination; deindustrialization; urban renewal; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and environmental sustainability. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? In the written assignments, students will apply scholarly knowledge to propose a public history exhibit and to weigh in on a contemporary urban issue in the form of an op-ed piece.
Class Format: seminar Requirements/Evaluation: two short (5-6 page) essays and a longer paper (8-10 pages) with presentation Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Leadership Studies and Africana Studies concentrators; American Studies and History majors
Distributional Requirements: Division 2

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Mason Williams

AMST 369 American History in Film **Crosslistings:** HIST 369/AMST 369
Film can tell a story in ways that words alone cannot; films about history can "re-enact" the past for the purposes of entertainment. But like words, they can inform or dis-inform. Because the narrative arc requires resolution, movies may gloss over complexities. And yet, filmmakers also can deploy tools and methods that delve deeply into the intimacies of a singular life, the intricacies of a singular experience, or the nuances of a singular interaction. This course uses popular films about 19th and 20th century American history explore the following questions: What do movies about America history (generally and specifically) convey about American culture? How have depictions of ideas, events, and people in American history changed over time? What historical depictions were or are controversial, when, and why? Why have certain films about American history sustained popularity? Films include *Birth of a Nation; Gone with the Wind; Casablanca; Tora! Tora! Tora!; Malcolm X; Apocalypse Now*; and others.
Class Format: seminar; the class will meet twice weekly, with a separate weekly film screening **Requirements/Evaluation:** several reviews and short papers, and a final paper or project **Prerequisites:** knowledge of American history strongly recommended **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** junior and senior History majors; then sophomores; then first years
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
SEM Instructor: Leslie Brown

AMST 379(F) American Pragmatism **Crosslistings:** PHIL 379/AMST 379
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.
Class Format: seminar **Requirements/Evaluation:** final paper, several short assignments **Prerequisites:** at least two PHIL courses **Enrollment Limit:** 25 **Expected Class Size:** 12-15 **Enrollment Preferences:** Philosophy and American Studies majors, then seniors and juniors of any major
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses TEAC Related Courses

Fall 2015
SEM Section: 01 MWF 12:00 12:50 Instructor: Steven Gerrard

AMST 383(F) Whiteness and Race in the History of the United States (D) **Crosslistings:** HIST 383/WGSS 383/AMST 383
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 American political culture, citizenship, and social issues. This course uses the prism of race to explore social, political, and economic development in U.S. history, following 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 issues. This course is framed by several questions: 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.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation and four papers **Enrollment Limit:** 25 **Expected Class Size:** 20-25 **Enrollment Preferences:** students in History, Africana Studies and Women's, Gender and Sexuality Studies
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Leslie Brown

AMST 397(F) Independent Study: American Studies
American Studies independent study
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Mark Reinhardt

AMST 398(S) Independent Study:American Studies
American Studies independent study
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Mark Reinhardt

AMST 400(F) Real Indians: Indigeneity and the Authenticity Problem (D) **Crosslistings:** AMST 400/ANTH 321
In settler societies, Indigenous peoples must be recognized by the state as sufficiently authentic in order to have rights as legitimate Indigenous peoples. This constitutes a structural dilemma in which Indigenous people face considerable pressure to embody external stereotypes and racial expectations. In this seminar, we will engage with recent scholarship in Native American and Indigenous Studies that addresses indigeneity as a political status, a supposed biological category and frozen temporal/geographic state, and a social experience. Our readings will also engage feminist and queer perspectives on the problem of authenticity and we will devote attention to the appropriation of Indigenous culture by non-Indigenous people. Our primary focus will be on Anglophone settler states, especially the United States and Canada, but we will occasionally draw upon examples elsewhere in the world. Moreover, we will discuss indigeneity as a source of global affinity among colonized peoples and as a human rights framework within the United Nations. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will critically engage colonial power structures and processes of othering.
Class Format: seminar **Requirements/Evaluation:** attendance/participation in discussion, two short papers, and a 12- to 15-page final **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** American Studies, Anthropology, and Sociology majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Doug Kiel

AMST 403 New Asian American, African American, Native American, and Latina/o Writing (D) **Crosslistings:** AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403
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.
Class Format: seminar/discussion **Requirements/Evaluation:** 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 ENGL class must have previously taken a 100-level ENGL course **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors **Distribution Notes:** meets Division 2 requirement if registration is under AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars ENGL Literary Histories C LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Dorothy Wang

AMST 405 Home and Belonging: Displacements, Relocations, and Place-Making (D) (W) **Crosslistings:** LATS 405/AMST 405
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.
Class Format: seminar **Requirements/Evaluation:** 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 LATS, AMST, or permission of instructor; not open to first year students **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** senior Latino Studies concentrators and American Studies majors
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies Electives LATS 400-level Seminars

Not Offered Academic Year 2016
SEM Instructor: Merida Rua

AMST 408(S) Envisioning Urban Life: Objects, Subjects, and Everyday People (D) (W) **Crosslistings:** LATS 408/AMST 408
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 may cover include historical accounts of the varied ways in which poverty and "urban culture" have 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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, a short essay, a series of writing exercises, and a semester-long final project
Prerequisites: prior courses in AMST, LATS, or permission of instructor; not open to first year students Enrollment Limit: 14 Expected Class Size: 14 Enrollment Preferences: senior Latina/o Studies concentrators and senior American Studies majors
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives LATS 400-level Seminars

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Merida Rua

AMST 411 Transnationalism and Difference: Comparative Perspectives (D) (W) Crosslistings: LATS 409/AMST 411/WGSS 409
In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle East.
Class Format: seminar Requirements/Evaluation: evaluation to be based on student participation, an original 12-15 page research paper conducted in stages, and peer editing
Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing Enrollment Limit: 12 Expected Class Size: 10 Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses GBST Borders, Exiles + Diaspora Studies Electives LATS 400-level Seminars

Not Offered Academic Year 2016
SEM Instructor: Maria Elena Cepeda

AMST 416 U.S. Settler Colonialism and Empire (D) Crosslistings: AMST 416/HIST 361
Colonialism in American history is too often regarded as a finite period ending with independence or the "closing of the frontier," but as Patrick Wolfe argues, "settler colonialism is a structure, not an event." This seminar debunks the myth of the US as an "empire of liberty," and delves into a new generation of scholarship that frames settler colonialism and imperialism as deep-seated organizing principles that have characterized the United States since its founding. We approach settler colonialism as an enduring set of power relations and governmental practices that uphold Euro-American domination and seek to eliminate Indigenous power. The course covers topics such as: ideas of Manifest Destiny, military conquests of Native peoples, the shifting role of the US throughout the world during the twentieth century, mass incarceration as a means of social control, the post-9/11 Global War on Terrorism, the colonial present in Indian Country, and Indigenous decolonization movements and their global parallels.
Class Format: seminar Requirements/Evaluation: evaluation will be based upon participation in discussions of weekly readings, short reviews, and a final paper that is 12-15 pages Prerequisites: none Enrollment Limit: 15 Expected Class Size: 12 Enrollment Preferences: American Studies majors and History majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
SEM Instructor: Doug Kiel

AMST 456(F) Civil War and Reconstruction Crosslistings: HIST 456/AFR 456/AMST 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.
Class Format: seminar Requirements/Evaluation: evaluation based on class participation and a substantial research paper based at least in part on primary source materials
Enrollment Limit: 15 Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Charles Dew

AMST 462(F) Art of California: Pacific Standard Time (D) (W) Crosslistings: ARTH 462/AMST 462/LATS 462/ARTH 562
In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. This course fulfills the Exploring Diversity Initiative requirement as it offers students a comparative study of cultures and societies and provides various interdisciplinary perspectives on the art and visual culture of a specific region.
Class Format: seminar Requirements/Evaluation: evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester Prerequisites: ARTH 102 Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST or LATS Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1600 Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: C. Ondine Chavoya

AMST 465 Race and Abstraction Crosslistings: AMST 465/AFR 465/COMP 465/ENGL 326
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 racially "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 African American and Asian American writers, visual artists and musicians—including Will Alexander, Mei-mei Berssenbrugge, David Hammons, Yayoi Kusama, Tan Lin, Nathaniel Mackey, and Cecil Taylor—as well as critics. We will pay particular attention to formally experimental works.
This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, John Keene, Mei-mei Berssenbrugge, John Yau, Cecil Taylor, David Hammons, and Yoko Ono—as well as critics. We will pay particular attention to formally experimental works.
Class Format: seminar Requirements/Evaluation: two papers (one 6-8 pages and the other 10-12 pages), in-class presentation, brief response papers, and class participation
Prerequisites: none if registering under AMST, AFR, or COMP, though a previous lit, art or music class would be helpful; if registering under ENGL, 100-level ENGL course, or 5 on AP English Lit exam or 6 or 7 on the Higher Level IB English exam required Enrollment Limit: 13 Expected Class Size: 13 Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars

Not Offered Academic Year 2016
SEM Instructor: Dorothy Wang

AMST 469(F) Notions of Race and Ethnicity in American Culture (D) Crosslistings: HIST 469/AMST 469
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.
Class Format: seminar Requirements/Evaluation: 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 HIST courses Enrollment Limit: 15 Expected Class Size: 10-15 Enrollment Preferences: senior History majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses HIST Group F Electives - U.S. + Canada

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Scott Wong

AMST 478 Cold War Landscapes Crosslistings: HIST 478/ENVI 478/AMST 478
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 around the world. 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 throughout the semester, and students are welcome to write their research papers on any geographical area of the world.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, weekly critical writing, and a final research paper Prerequisites: none
Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: History, Environmental Policy, and Environmental Science majors if over-enrolled
Distributional Requirements: Division 2

Other Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
SEM Instructor: Karen Merrill

AMST 490T(S) The Suburbs (W) Crosslistings: HIST 491/ENVI 491/AMST 490
The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?
Class Format: tutorial Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors and students with previous coursework in History Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Spring 2016
TUT Section: T1 TBA Instructor: Karen Merrill

AMST 491(F) Senior Honors Project: American Studies
American Studies honors project.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Mark Reinhardt

AMST 492(S) Senior Honors Project: American Studies
American Studies honors project.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Mark Reinhardt

ANTHROPOLOGY AND SOCIOLOGY (Div. II)

Chair, Professor OLGA SHEVCHENKO

Professors: D. EDWARDS, FOIAS, JACKALL***, JUST, NOLAN**. Associate Professor: SHEVCHENKO. Assistant Professors: LEE**, SIMKO. Lecturer: GUTSCHOW. Visiting Assistant Professor: KOWALSKI***, RULIKOVA**, SHOFFSTALL. Visiting Lecturer in Anthropology: MARCISZ***. Affiliated Faculty: HOWE, MANIGAULT-BRYANT, MITCHELL*. Bolin Fellow: VENA.

The Department of Anthropology and Sociology at Williams aims to help students achieve an integrated understanding of biography, history, culture, and social structure. Both disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience.

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 and post-industrial societies and the social psychological dilemmas facing the individual in our epoch. Sociology courses introduce students to classical and contemporary social thought, 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:

Anthropology	Sociology
ANTH 101 The Scope of Anthropology	SOC 101 Invitation to Sociology

Joint (ANSO)

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

(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. You can find general study away guidelines for Anthropology here. You can find general study away guidelines for Sociology here.

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.

ANSO 205(S) Ways of Knowing
An applied 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? In the first half of the course, 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. The second half of the course will be dedicated to a hands-on training in field methods, in which the students will design and undertake their own pilot field projects.
Class Format: seminar Requirements/Evaluation: full-participation in the seminar, several short papers, an independent ethnographic project and a final research proposal
Prerequisites: ANTH 101 or SOC 101 or permission of instructor Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: SCST Related Courses

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: David Edwards

ANSO 305(F) Social Theory
An introduction to social theory in anthropology and sociology, with strong emphasis on enduring themes that cut across disciplinary divides. What is modern about modern social theory? How do social thinkers construe "society" and "culture," and have these constructions withstood challenges over time? What role does human agency play in the unfolding of social life, and where does that sense of agency come from in the first place? What are the forces that animate social interaction on the level of individuals, social groups and complex units like nation states? What are the possibilities and limits of systematic approaches to the study of human

social experience? The course emphasizes major differences between interpretive frameworks as well as the common elements that contribute to a deeper understanding of the social world. **Class Format:** seminar **Requirements/Evaluation:** full participation in the seminar, regular reading response papers, a midterm paper and a take-home final **Prerequisites:** ANTH 101 or SOC 101 or ANSO 205 or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Anthropology and Sociology majors **Dept. Notes:** AMST Critical and Cultural Theory Electives **Extra Info:** formerly ANSO 206
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives ENVP SC-B Group Electives

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Olga Shevchenko

ANSO 402(S) **Senior Seminar**
This capstone seminar combines intensive discussion and individual research. Half of the course will be dedicated to the discussion of current debates central to the concerns of both anthropology and sociology, such as the ethics of conducting fieldwork, humanitarianism and relief, global public health, poverty and the city, and environmental conservation. Among the topics discussed, the ethical dilemmas of conducting ethnography will be a common theme. The instructor will consult with the students in late fall to decide on the topics for discussion. The second half of the course will be devoted to independent individual original projects which should have a major ethnographic component. At the end of the course, students will present their projects to the seminar.
Class Format: seminar **Requirements/Evaluation:** full participation, major research project and paper (30 pages), class presentation **Prerequisites:** only senior majors in Anthropology and Sociology, or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 18 **Enrollment Preferences:** Anthropology and Sociology majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Antonia Foias

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.
Class Format: lecture/discussion of case studies and ethnographic films
Requirements/Evaluation: two short essays, a final examination and class participation
Prerequisites: first-year students and sophomores **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** first-year students and sophomores; juniors and seniors admitted only by permission of instructor
Distributional Requirements: Division 2 Exploring Diversity

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Peter Just

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Joel Lee

ANTH 103(F) **Pyramids, Bones, and Sherds: What is Archaeology?**
Anthropology examines not only living societies, but also prehistoric cultures whose remains are found worldwide. This course will present how archaeology reconstructs 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.
Class Format: lecture/discussion/class presentations of case studies
Requirements/Evaluation: class presentations, two papers, midterm and final exams
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 25
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Antonia Foias

ANTH 208 **Afghanistan Post-Mortem** **Crosslistings:** ANTH 208/ASST 208/PSCI 220/GBST 208
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Over the next decade, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not defeat. This course examines the history of American involvement in Afghanistan, beginning in the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development, through the Soviet occupation and U.S. support for Islamist political parties in the 1980s, and continuing with the most recent abortive U.S. efforts at nation-building and social and political reform.
Class Format: seminar **Requirements/Evaluation:** grading will be determined by class participation, two short essays, and a 15-page research paper **Prerequisites:** none
Enrollment Limit: 25 **Expected Class Size:** 15-20 **Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: David Edwards

ANTH 209 **Ecologies of Place: Culture, Commodities and Everyday Life** **Crosslistings:** ENVI 209/ANTH 209/AMST 209
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.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5- to 7-page essays and several shorter writing assignments **Prerequisites:** none; open to first-year students
Enrollment Limit: 20 **Expected Class Size:** 20
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP PE-B Group Electives ENVP PTL-A Group Electives ENVP SC Theory/Method Courses ENVP SC-B Group Electives

Not Offered Academic Year 2016
LEC Instructor: Nicolas Howe

ANTH 210 **Governing Nature (W)** **Crosslistings:** ANTH 210/ENVI 210/JLST 210
This course analyzes the regulation of natural resources, primarily in today's United States. We will study how shared definitions of nature and, hence, nature's resources are instituted in law and policy and the extent to which these legal mandates shape actual landscapes. We will examine the workings of government bureaucracies—for example, the U.S. Forest Service and the National Park Service—to see how their understanding and administration of natural resources operate on the ground and affect local communities. We will consider an array of questions: What is the relationship between nature and what anthropologists call "the State"? Does scientific expertise command authority? When is the governance of natural resources synonymous with the governance of people? To what extent are taken-for-granted terms like "endangered" in reality social and legal constructs? In order to unpack these and other puzzles, we will turn to historical works and ethnography, focusing on insights from political and environmental anthropology. We will also read legal doctrine, such as the Wilderness Act of 1964 and judicial opinions regarding tribal sovereignty and fishing rights. Our case studies will range from rivers and national forests in the American Southwest to local conservation issues in the Berkshires, including land trusts.
Class Format: seminar **Requirements/Evaluation:** active participation, two 5- to 7-page papers on assigned readings, one 12- to 15-page research paper **Prerequisites:** none
Enrollment Limit: 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology and Sociology majors, ENVI majors/concentrators and Justice and Law concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives ENVI Environmental Policy ENVP PE-B Group Electives ENVP PTL-A Group Electives ENVP SC-B Group Electives JLST Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Natalie Vena

ANTH 214(F) **The Rise and Fall of Civilizations** **Crosslistings:** ANTH 214/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.
Class Format: lecture/class discussion **Requirements/Evaluation:** midterm, final exam, paper, two quizzes **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 25
Distributional Requirements: Division 2
Other Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Antonia Foias

ANTH 216T(S) **Urbanism in the Ancient World (D) (W)** **Crosslistings:** ANTH 216/GBST 216
This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?
This course fulfills the Exploring Diversity Initiative through a comparative study of urban cultures and societies across the world in premodern times, and by theorizing how power and privilege inequalities were manifested and dealt with in these ancient cities.
Class Format: tutorial **Requirements/Evaluation:** 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required **Prerequisites:** none
Enrollment Limit: 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores; or majors in Anthropology or Sociology **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST Urbanizing World Electives

Spring 2016
TUT Section: T1 TBA Instructor: Antonia Foias

ANTH 219 The Art and Archeology of Maya Civilization: A Marriage Made in Xibalba
Crosslistings: ANTH 219/ARTH 209
The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics and hieroglyphic writing system are well known worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of 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 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.
Class Format: lecture/discussion Requirements/Evaluation: midterm and final exams, hieroglyphic project, research paper Prerequisites: none, but an introductory ARTH or ANTH course recommended Enrollment Limit: none Expected Class Size: 16 Enrollment Preferences: Anthopology/Sociology and Art History majors Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ANTH
Distributional Requirements: Division 2
Other Attributes: ARTH pre-1400 Courses

Not Offered Academic Year 2016
LEC Instructor: Antonia Foias

ANTH 220 Law and Family in South Asia: Post-Colonial Dilemmas Crosslistings: ANTH 220/ASST 318/GBST 220
The American press frequently depicts countries like India and Pakistan as in the grip of lawless, anachronistic beliefs about how to organize family life. Such beliefs are blamed for "tribal" violence in Pakistan's Frontier Regions, for dowry disputes in north India and for the persistence of corrupt dynasties in leading political parties. Yet these beliefs and practices aren't in fact old-fashioned or lawless, and many of them result from South Asia's unique historical position as a former British colony. In this class, we will use ethnographic and historical research to examine what law and kinship can teach us about how the past shapes the present in post-colonial South Asia. In particular, we'll examine how a perspective that seriously considers law and kinship can help us better understand contemporary dilemmas in South Asia, ranging from controversy over women's right to inherit property, to the role of caste in contemporary democratic politics. The course is organized into three sections. First, we will discuss kinship, reading classic theories of kinship in the region, as well as critiques of those theories, and ending with a contemporary dilemma, the problem of dowry "pressure". Next, we learn about how family relationships were codified legally, and how laws were shaped to respond to perceived family "traditions," in colonial and post-colonial South Asia. Finally, we will look at specific topics concerning law and kinship. As we do so, we will move from reading ethnographies to producing our own ethnographic observations using film, news stories and first-hand accounts as our primary materials. No prior knowledge about South Asia is necessary.
Class Format: seminar Requirements/Evaluation: 2 5-page assignments; 1 research assignment (10 pages) Prerequisites: none; open to first year students Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Anthropology/Sociology majors; students in Asian Studies or Global Studies with committed interest in South Asian studies
Distributional Requirements: Division 2
Other Attributes: JLST Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Julia Kowalski

ANTH 222(S) Heroes, Saints and Celebrity (W) Crosslistings: ANTH 222/REL 273
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.
Class Format: seminar Requirements/Evaluation: class participation, two short response papers, research paper, final exam Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Anthropology and Sociology majors
Distributional Requirements: Division 2 Writing Intensive

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: David Edwards

ANTH 223 Ethnic Minorities in China: Past and Present (D) Crosslistings: CHIN 223/ANTH 223
By 2000, of the 1.3 billion population of China, more than 100 million were ethnic minorities (*shaoshu minzu*). Most of these reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority-group identification project; the definition of *minzu*; government policy toward and the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about "foreigners" and "barbarians"; ideas of "diversity," "unity," and "sinicization"; and the roles that "barbarians" have played in China's long history. *All readings will be in English.* 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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on attendance, in-class participation, oral presentations, two short response papers, one mid-term, and one final paper Prerequisites: none; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: Chinese or Asian Studies majors, and then to first-year students
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Li Yu

ANTH 225 Visible Culture: Documentary and Nonfiction
This course examines the potential of moving images to reveal aspects of culture normally obscured by the written word. We will consider both the theory and practice of documentary film from its inception around 1900 to the present, paying particular attention to the way documentary filmmakers have approached the representation of social reality in Western and non-Western cultural settings. Questions that we will consider include: What is the relationship between written text and image, or between image and story? What is the role of film in anthropology? What counts as a document?
Class Format: team-taught, through a mixture of lectures and discussions
Requirements/Evaluation: regular attendance at film screenings and active class participation, a 5-page paper on an assigned topic, a 12- to 15-page final paper, and a self-scheduled take-home final Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: Anthropology/Sociology majors, then to sophomores, and finally to first-year students
Distributional Requirements: Division 2

Not Offered Academic Year 2016
LEC Instructor: David Edwards

ANTH 231 Survey of Linguistic Diversity: Meaning, Context and Communication
Crosslistings: JAPN 231/ANTH 231
This course explores ways in which human experiences, including vision, space, emotion and interpersonal awareness are encoded similarly or differently between Western and Asian languages. The course centers around two core areas of linguistics, semantics (study of meaning) and pragmatics (study of meaning in context and use), which are discussed from cognitive, cultural and social perspectives. Discussion topics include: grammar and cognition, lexicon and culture, conceptual metaphor, honorific systems, communicative strategies, and theories of politeness. Lectures and in-class activities will primarily focus on two typologically distant languages, English and Japanese, for comparison. Reading materials may include data from other languages as well, and students may work on languages of their interest for selected assignments.
Class Format: lecture Requirements/Evaluation: evaluation will be based on class discussions/exercises, assignments and exams Prerequisites: none; no previous knowledge of linguistics or of foreign languages is required; knowledge of Asian languages is beneficial; open to all Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: first-year and sophomore students
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC

ANTH 232(F) Town and Gown: Investigating the Relationship of College and Community
Team-taught by an anthropologist and a journalist, this course investigates the relationship between Williams College and the surrounding communities of Northern Berkshire County via ethnographic/journalistic research conducted by students. The course will look at several case studies centered on "town-gown" relations in different eras and locations in order to contextualize and provide comparative material for understanding the relationship of Williams to its neighboring communities. Among the topics to be considered and possibly investigated will be the social and economic effects of colleges on local communities, the role of alcohol and athletics in town/gown relations, and how the increasing corporatization of academic institutions has changed the nature of town-gown interactions and the place and role of institutions of higher education in their communities. The focus of the course will be on student research, and a large percentage of class time will be devoted to learning the basic techniques of ethnographic and journalistic research, including interviewing, oral historical research, survey research, and participant-observation. Each student will conduct a major research project of his or her own devising, which will culminate in an investigative report and a public presentation.
Class Format: seminar Requirements/Evaluation: class participation, research exercises, major ethnographic research paper Prerequisites: a previous course in ANTH or SOC Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: Anthropology and Sociology majors
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 M 07:00 09:40 Instructors: David Edwards, Christopher Marcisz

ANTH 233 Spiritual Crossroads: Religious Life in Southeast Asia (D) Crosslistings: ANTH 233/ASST 233/REL 253
No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.
Class Format: seminar Requirements/Evaluation: midterm, short essays, term paper Prerequisites: none; open to non-majors Enrollment Limit: 19 Expected Class Size: 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST South + Southeast Asia Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Peter Just

ANTH 234 Masculinities (W) Crosslistings: ANTH 234/WGSS 234
What does it mean to be a man? This course approaches masculinity in its various forms as a culturally constructed category and as an achieved aspect of social identity. We will look at characteristics of manhood as they are imagined cross-culturally: man as warrior, lover, husband, father, protector, provider, disciplinarian, abuser; we will look at how manhood is variously achieved and how it can be lost; and we will look at forms of masculinity as they articulate with modes of sexuality and gender. The course will make extensive use of cinema in exploring these themes.
Class Format: seminar Requirements/Evaluation: attendance at film screenings, active leading and participation in class discussions, two 7-page papers, final 12-page paper Prerequisites: none; open to all Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Anthropology and Sociology majors and to achieve gender balance
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Peter Just

ANTH 235(S) Roman Archaeology and Material Culture Crosslistings: CLAS 224/HIST 224/ANTH 235/ARTH 235

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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm, and a final exam
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 30 **Enrollment Preferences:** majors or prospective majors in Classics, History, Art History, and Anthropology
Distribution Notes: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST or ANTH
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH pre-1600 Courses HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: Benjamin Rubin

ANTH 236 **Individuals in Context: Personhood, Emotion, Thought**
How does culture get inside our heads? How does variation between societies or social groups intersect with variation between individuals within those groups? What can ethnographic methods, in particular, tell us about the intersections between individual and culture?
This course offers an introduction to the theoretical and methodological tools of psychological anthropology, a sub-field of anthropology that investigates the relationship between interior experience and social worlds.
We will explore studies of personhood, emotion, socialization, and cognition across cultures, topics that draw together the individual and her broader social context. We will pair these studies with key theoretical texts from the field, and will conclude by discussing how psychological anthropology can contribute to contemporary debates about power, inequality, and social transformation.
Class Format: lecture **Requirements/Evaluation:** 1-page response papers (5 total, graded pass/fail); mid-term essay exam (5-7 pages); final essay exam (5-7 pages) **Prerequisites:** none; open to first year students **Enrollment Limit:** 20 **Expected Class Size:** 20
Enrollment Preferences: Anthropology and Sociology majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
LEC Instructor: Julia Kowalski

ANTH 240(F) **Roman Cities in the Near East (D)** **Crosslistings:** CLAS 340/ANTH 240/HIST 340
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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on classroom performance, one 15-minute oral presentation, one 10- to 12-page paper, a midterm and a final exam. **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** majors or prospective majors in Classics, Anthropology, Art History, and History
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under HIST or ANTH
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Benjamin Rubin

ANTH 246T(F) **India's Identities: Religion, Caste, and Gender (D) (W)** **Crosslistings:** REL 246/ANTH 246/WGSS 246/ASST 246
This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions — Hindu/Muslim, rich/poor, high caste/outcaste, male/female? What are the historic roots and ongoing causes that produce structural violence around these axes of difference? We pay particular attention to key moments (Partition, communal riots in Gujarat in 2003, Hyderabad in 1990, Delhi in 1984), and places (Punjab, Bengal, Jammu &b Kashmir) for our analysis of how religion, gender, and caste intersect to produce a landscape of communal violence, social hierarchy, and fragmented subjectivity in India today. We are as interested in discourses and practices that shore up these binaries as well as the third terms that attempt to transcend or diffuse them. For instance, we look at hoe Buddhism is and is not a middle path between Hindu/Muslim conflict in Indian Kashmir and how a third sex is and is not a middle term that transcends the gender binary of male/female. Our course readings include ethnographic, sociological, and historical analyses, oral histories, and more popular media that attempt to explain India's diverse and fragmented society. This course fulfills the Exploring Diversity Initiative by theorizing the ways that difference has been used to effect profound historical, social, and individual changes in India.
Class Format: tutorial **Requirements/Evaluation:** weekly writing assignments and tutorial attendance every week **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2015
TUT Section: T1 TBA Instructor: Kim Gutschow

ANTH 248 **Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) (W)**
Crosslistings: REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248
This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions—-India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam—-as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross-cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.
Class Format: seminar **Requirements/Evaluation:** the course has weekly writing, more than 20 pages total, and there is student-faculty feedback every week including a week dedicated to a one-one writing feedback session between student and instructor **Prerequisites:** none
Enrollment Limit: 19 **Expected Class Size:** 19 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health PHLH Reproductive, Maternal and Child Health WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
SEM Instructor: Kim Gutschow

ANTH 255(S) **Buddhism: Ideas and Practices** **Crosslistings:** REL 255/ASST 255/ANTH 255
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 examining 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 shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, 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 a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and active participation; two essays **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none
Distributional Requirements: Division 2

Spring 2016
LEC Section: 01 MWF 08:30 09:45 Instructor: Georges Dreyfus

ANTH 256 **Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (D) (W)** **Crosslistings:** REL 256/WGSS 256/ANTH 256/ASST 256
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.
Class Format: seminar **Requirements/Evaluation:** two midterm papers, weekly GLOW participation, final research papers, and class participation **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Stdies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ASST Interdepartmental Electives GBST East Asian Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
SEM Instructor: Kim Gutschow

ANTH 258(F) **Divine Kingship in the Ancient Mediterranean** **Crosslistings:** CLAS 258/ANTH 258/HIST 394/REL 213
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm and a final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** majors or prospective majors in Classics, Anthropology, Art History, and History
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under ANTH, HIST or REL
Distributional Requirements: Division 1
Other Attributes: HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Fall 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Benjamin Rubin

ANTH 262(F) Language, Interaction, and Power in Everyday Life **Crosslistings:** ANTH 262/WGSS 262
"Microaggressions." "Hate speech." Even on campus, we have a number of terms that point to how spoken interaction can reflect and even further inequality. But how exactly does language intersect with power? In this course, we'll follow the lead of linguistic anthropology, a subfield of anthropology that explores the role of language and interaction in shaping social life. What are the relationships between linguistic forms and cultural practices? In order to answer that question we'll explore ethnographic methods focused on language, examining how interactive practices intersect with categories like race, gender, sexuality, and social status. Throughout, we'll consider concrete examples, ranging from studies of Kenyan courtrooms to American basketball courts. We'll discuss what we can learn about the operations of power in everyday life by attending carefully to how language use shapes social context and vice versa.
Class Format: seminar **Requirements/Evaluation:** regular reading responses; midterm paper, final paper **Prerequisites:** none; open to first year students **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** majors in Anthropology/Sociology, Women's Gender & Sexuality Studies
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Julia Kowalski

ANTH 270 Object and Place/Memory and Nation (D)
This course explores the role of object and place in the creation and perpetuation of national identity. In particular, we will consider the role of monuments, battlefields, museums, and various 'sacred' sites in inculcating a sense of shared origins, values, commitments, and ultimate ends. Using a variety of key theoretical texts (including Benedict Anderson's *Imagined Communities* and Eric Hobsbawm and Terence Ranger's *The Invention of Tradition*) and maintaining a focus on two countries — Afghanistan and the Czech Republic — with long and painful histories of foreign invasion and occupation, the EDI course focuses on the ways in which people orient themselves within the symbolic worlds they inherit and how they negotiate tragedies of circumstance.
Class Format: seminar **Requirements/Evaluation:** two essays, an in-class presentation, and a take-home exam **Prerequisites:** none **Enrollment Limit:** 24 **Expected Class Size:** 24 **Enrollment Preferences:** 1) Anthropology and Sociology majors; 2) students who have taken one or more ANSO courses
Distributional Requirements: Division 2 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: David Edwards

ANTH 271(F) Medicine, Pathology, and Power: An Ethnographic View
How do medical anthropologists examine and interpret disease and illness between and within societies across the globe today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques such as participant observation and reflexive interviewing that James Clifford once described as "deep hanging out". Through experiential and phenomenological inquiries, we will investigate how structural violence produces systemic health inequalities in response to the workings of power and other social factors, while paying particular attention to the most marginalized and vulnerable populations or individuals in society. After reading a selection of medical ethnographies, students will pursue their own individual, fieldwork-based projects in the Berkshires. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore and experience the challenges of medical anthropology research including informed consent, access, and sensitivity to our informants' explanatory models.
Class Format: seminar **Requirements/Evaluation:** class participation; reading responses; final presentation/project **Prerequisites:** none; but course in anthropology or sociology preferred **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** majors in Anthropology and Sociology; Concentrators in Public Health **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: PHLH Social Determinants of Health

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Kim Gutschow

ANTH 272 Sex and the Reproduction of Society **Crosslistings:** ANTH 272/WGSS 272
Why is reproduction such a controversial subject in society today, especially in areas of medicine, culture, and religion? And why is the reproductive body subject to such highly ideological and yet contradictory types of practices and discourses 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. We will pursue a comparative analysis of reproduction across major societies and cultures, through an in-depth look at 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 ongoing debates about the rise of women and the 'End of Men'. 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 reproduction 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 gender and sexuality studies.
Class Format: seminar **Requirements/Evaluation:** in-class presentations, attendance, class blog, final research paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** majors in Anthropology/Sociology, Women's Gender & Sexuality Studies
Distributional Requirements: Division 2
Other Attributes: ENVI Humanities, Arts + Social Science Electives GBST South + Southeast Asia Studies Electives PHLH Reproductive, Maternal and Child Health WGSS Theory Courses

Not Offered Academic Year 2016
SEM Instructor: Kim Gutschow

ANTH 274(F) Africa + the Internet: Producing Global Citizenship (D) **Crosslistings:** AFR 272/GBST 272/ANTH 274
This course theorizes 'Internet citizenship' as a new form of belonging based on participation in a global network of information rather than location or nationality. In a world mapped differently by technological, social and economic divides, how can New Media generate mutuality? Orienting globalization from the South, we will explore cosmopolitan- and cyber-cultures of today's Africa: Points of departure will be case studies in expressive culture and digital research in sites such as Ghana, Kenya, South Africa, Nigeria, and more, as well as in the contemporary African diaspora.
You will critique notions of the Network Society and develop skills in digital storytelling, visual design, and online tool making. Students will not only interact with each other online, but working with virtual communities external to Williams, develop a final tech project that produces Internet Citizenship. Portions of this course will be conducted in an online format via video discussion and interactions on a Web site. Students must have regular access to a computer and Web camera. Students will be evaluated for their attendance and participation, weekly reading and responses, and a final projects portfolio. No prior knowledge of coding required.
Class Format: seminar **Requirements/Evaluation:** weekly reading and short writing assignments, one 7- to 10-page paper, two major tech-based projects (for example, designing an app, creating a viral media campaign) **Prerequisites:** none **Enrollment Limit:** 8 **Expected Class Size:** 8 **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity

Fall 2015
SEM Section: 01 Cancelled

ANTH 299(F) The Body in Power **Crosslistings:** ANTH 299/REL 274
The thesis of this course is that ritual plays a crucial role not only in legitimizing and mobilizing political power, but also in determining whether people decide to act in defense of or dissent against the status quo. In the first part of the semester, we focus on the ways in which different cultures construct categories of inclusion and exclusion, safe and dangerous, while also creating rituals for ensuring the preservation of the dominant social order against all that is transgressive and undermining to those in power. Of particular importance to our discussion will be consideration of how the body is ritually mobilized as an instrument of persuasion and control. On this foundation, we move to a examination of how political rituals are used to undermine established orthodoxies, mobilize popular dissent, and bring down those on top. Among the topics to be discussed are the role of martyrdom and beheadings in the rise of the Islamic State, the use of symbols and ritual interventions in framing both sides of the abortion debate, and the expanding importance of social media in protests movements around the world. The final unit of the course will consider a current controversy (e.g., police violence against African-American men) in light of the concepts discussed during the semester.
Class Format: seminar **Requirements/Evaluation:** class participation, three short response papers, and one 10-12 page research paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** open to first years
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: David Edwards

ANTH 301 Sexual Economies (D) **Crosslistings:** WGSS 301/AMST 334/ANTH 301
This course examines various forms of sexual labor in a variety of global contexts with an emphasis on contemporary anthropological and sociological research and its implications for public policy. Our topics include: (a) traditional sex work (e.g., pornography, escorting, street prostitution, brothels, sex tourism), (b) sexualized labor without physical contact (e.g., stripping, burlesque, phone/online sex), and also (c) contemporary debates about sex trafficking and sex worker migration. Because of our ethnographic focus, the readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, and backgrounds in order to explore the broader social implications of our subject matter. A key component of this course is a field trip to New York City to meet with sex workers and sex worker rights advocates. (Note: students should be advised that we will necessarily encounter and discuss adult content and images that some may find offensive.)
Class Format: seminar **Requirements/Evaluation:** mid-term essay, an 8- to 10-page final research paper, field trip reaction paper **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Women's Gender & Sexuality Studies majors; short statement of interest
Distributional Requirements: Division 2 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Gregory Mitchell

ANTH 312(F) Paradoxes of Human Rights and Humanitarianism **Crosslistings:** ANTH 312/WGSS 314/GBST 313
In recent decades, human rights activism has become the central idiom through which people world-wide make claims about social justice. Yet issues like gendered and sexual violence, access to health-care, and socio-economic inequality have only recently been framed as human rights issues. In this course, we examine this recent transformation, focusing on the paradoxes and possibilities of a human rights framework for addressing these problems. We will do so by comparing different humanitarian and human rights-based interventions as they play out in places from rural Kenyan courts to United Nations conferences to the American college campus. Along the way, we will examine the history of human rights as a means to imagine social justice, and how a focus on human rights reveals and complicates new configurations of global power. We will read historical and ethnographic studies of human rights, and finishwith several case studies of human rights work on gender, violence, and health.
Class Format: seminar **Requirements/Evaluation:** regular reading responses; midterm paper, final paper **Prerequisites:** none; open to first year students **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** majors in Anthropology and Sociology, Women's Gender & Sexuality Studies **Extra Info:** not available for the fifth course option

Distributional Requirements: Division 2
Other Attributes: JLST Interdepartmental Electives

Fall 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Julia Kowalski

ANTH 314 **Contemporary Art of the African Diaspora** **Crosslistings:** AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324
This course explores the visual arts of the contemporary African Diaspora from the Caribbean, Islamic Mediterranean, Europe, and the United States. The first half of the course examines art historical and anthropological theories utilized in analyses of global contemporary art. The second half of the course uses original works from WCMA's permanent collection and the exhibition Fathi Hassan: Migration of Signs to consider areas of convergence and divergence in the practices of artists from the Atlantic and Islamic worlds.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, response papers, and 10-12 page final paper **Enrollment Limit:** 10 **Expected Class Size:** 10 **Distribution Notes:** meets Division 1 requirement if registration is under COMP or ARTH; meets Division 2 requirement if registration is under AFR, ARAB or ANTH
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives ARTH Middle East, Asia and Africa Courses ARTH post-1600 Courses GBST African Studies Electives GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Maurita Poole

ANTH 321(F) **Real Indians: Indigeneity and the Authenticity Problem (D)** **Crosslistings:** AMST 400/ANTH 321
In settler societies, Indigenous peoples must be recognized by the state as sufficiently authentic in order to have rights as legitimate Indigenous peoples. This constitutes a structural dilemma in which Indigenous people face considerable pressure to embody external stereotypes and racial expectations. In this seminar, we will engage with recent scholarship in Native American and Indigenous Studies that addresses indigeneity as a political status, a supposed biological category and frozen temporal/geographic state, and a social experience. Our readings will also engage feminist and queer perspectives on the problem of authenticity and we will devote attention to the appropriation of Indigenous culture by non-Indigenous people. Our primary focus will be on Anglophone settler states, especially the United States and Canada, but we will occasionally draw upon examples elsewhere in the world. Moreover, we will discuss indigeneity as a source of global affinity among colonized peoples and as a human rights framework within the United Nations. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will critically engage colonial power structures and processes of othering.
Class Format: seminar **Requirements/Evaluation:** attendance/participation in discussion, two short papers, and a 12- to 15-page final **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** American Studies, Anthropology, and Sociology majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Doug Kiel

ANTH 324 **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.
Class Format: seminar **Requirements/Evaluation:** weekly short response papers and a research paper, class presentation and participation **Prerequisites:** none; open to first-year students **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Antonia Foias

ANTH 328T(F) **Emotions and the Self** (D) (W)
Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self-hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross-cultural comparison. Exploring the borderlands between anthropology, sociology, and psychology, we will bring the tools of ethnographic analysis to bear on central pan-human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held) assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things—neuro-physiological states—or ideas—sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?
Class Format: tutorial **Requirements/Evaluation:** typical for that of a tutorial **Prerequisites:** none; open to first-year students **Enrollment Limit:** 10 **Expected Class Size:** 10 **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives

Fall 2015
TUT Section: T1 TBA Instructor: Peter Just

ANTH 331 **Witchcraft, Sorcery, and Magic**
Beliefs in magic, malign and otherwise, have been nearly universal in human experience. This course examines these beliefs in an attempt to understand their cognitive basis, symbolic effectiveness, and social consequences. In particular we will approach the question of "magical thinking:" is magical thought "mistaken science" or a universal non-rational way of seeing the world? What does the fact of presumably rational people holding apparently irrational beliefs say about the whole idea of rationality? Are witches self-aware agents who believe in the malign magic they practice, or are they innocent, marginalized victims of hegemonic powers? To answer these and other questions we will draw on case studies from a broad range of ethnographic and historic sources, including Aguaruna love magic, Azande oracles, Voodoo in Brooklyn, and witches in Renaissance Italy and twentieth-century England.
Class Format: seminar **Requirements/Evaluation:** a midterm, class presentation, and a term paper **Prerequisites:** Anthropology 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Anthropology and Sociology majors and upperclassmen
Distributional Requirements: Division 2

Not Offered Academic Year 2016
LEC Instructor: Peter Just

ANTH 332(S) **Environmental Justice** (D) (W) **Crosslistings:** ANTH 332/ENVI 332/JLST 332/GBST 332
This course explores the concept of justice and the ways in which interested parties have defined that term in relation to man-made environmental hazards. We will analyze episodes of environmental injustice recounted in ethnography, literature, and historical works. To familiarize ourselves with the remedies available to people disproportionately affected by environmental perils, we will read domestic and international legal doctrine as well as documents produced by the U.S. Environmental Protection Agency and the United Nations Environment Programme. Our initial readings will include philosophical treatises on justice as well as texts outlining the spatial dimensions of social inequality. In the United States, our case studies will range from air quality in the South Bronx to water pollution in New Jersey and West Virginia. Internationally, we will study the effects of oil extraction in the Niger Delta as well as climate change adaptation in nations that emit relatively little carbon dioxide. Throughout the course, we will discuss how lawyers and the communities they represent mobilize scientific evidence to achieve desired ends. Simultaneously, we will consider the extent to which otherwise marginalized people participate in environmental law- and policymaking. This course satisfies the EDI requirement, by critically examining the unequal exposure of different social groups to environmental harms.
Class Format: seminar **Requirements/Evaluation:** one 15- to 20-page research paper, an in-class presentation, one 6-page essay, and three 1-page response papers **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology and Sociology majors, ENVI majors/concentrators and Justice and Law concentrators
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Space and Place Electives ENVI Environmental Policy ENVP PE-A Group Electives ENVP PE-B Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives ENVP SC-B Group Electives JLST Interdepartmental Electives PHLH Nutrition,Food Security+Environmental Health

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Natalie Vena

ANTH 334(S) **Imagining Joseph** (W) **Crosslistings:** ANTH 334/COMP 334/JWST 334/REL 334
Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.
Class Format: seminar **Requirements/Evaluation:** 3- to 5-page weekly response papers; 15-page final paper; class participation **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** based on responses to a questionnaire **Distribution Notes:** meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Peter Just

ANTH 335 **In Between: The Ritual Construction of Identity and Difference**
This course examines the categories of inclusion and exclusion, safe and dangerous, pure and impure, right and wrong that constitute cultural worlds, while also creating the middle zones that make cultural creativity possible. Beginning with an examination of "liminality" and rites of passage in the work of Arnold Van Gennep and Victor Turner, we will go on to look at Mary Douglas's seminal work on the construction of categories of inclusion and exclusion and other theoretical works on ritual and the sacred. In the course of the semester, we will consider a variety of cultural contexts in which liminality is of central importance, including transvestitism in traditional Native American and contemporary US cultures, various avant garde artistic movements, and the ritual construction of the suicide bomber/martyr in Islamist practice.
Class Format: seminar **Requirements/Evaluation:** class participation, two short response papers, research paper, final exam **Prerequisites:** ANTH 101, SOC 101 or another ANTH/SOC course **Enrollment Limit:** 20 **Expected Class Size:** 18-20 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: David Edwards

ANTH 340(S) **Artisan and Connoisseur** (W)
In recent decades Americans have increasingly taken up the small-scale hand-work production of specialized goods as a livelihood, depending on connoisseurs who appreciate and are willing to pay high prices for their goods. Products ranging from cheeses to wooden boats have

secured markets enabling lifestyles that appear to challenge classic capitalist modes of labor and consumption. We'll explore this movement. Students will conduct original research resulting in a major paper and presentation.
To elaborate: We will explore the differences among traditional craftsmen, hobbyists, and contemporary artisans, considering the nature of creativity and hand-work. We will use Marx's concepts of the alienation of labor and commodity fetishism as a frame for considering the ways in which both artisans and connoisseurs appear to be resisting modern capitalist modes of production and consumption. But we will also look at the ways in which artisans' articulation with capitalism and industrial production has shifted over time, beginning with the Arts and Crafts movement around the turn of the last century, through the "hippies" of the 1960s and '70s, to more recent entrepreneurial artisans and those engaged in the "Maker Movement." The course entails a commitment to undertaking an original, possibly ethnographic research project in which a student undertakes a detailed investigation of the production and consumption of an "artisanal" product, involving a preparatory paper, a preliminary proposal, and culminating in a research paper of at least 20 pages and a class presentation.
Class Format: seminar Requirements/Evaluation: 5-page paper, 8-page proposal, 20-page research project, and class presentation Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Anthropology and Sociology majors; seniors
Distributional Requirements: Division 2 Writing Intensive

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Peter Just

ANTH 346(S) Islam and Anthropology Crosslistings: ANTH 346/REL 346/ARAB 280/ASST 346
If anthropology has helped to define Islam in global thought, Islam has returned the favor, holding a critical mirror to the anthropological endeavor perhaps more than any other traditional "object" of study. This course examines anthropological studies of Islamic societies for what they teach us both about Islam and about anthropology. We begin with foundational social theorists whose studies of religious phenomena helped give rise to the field of anthropology of religion. We then survey influential efforts to construct "ideal-type" models of Muslim society based on anthropological and historical knowledge, alongside efforts to critique, historicize, and redirect the model-building project (notably by Talal Asad and Edward Said). The second half of the course is devoted to ethnographies that explore, from a variety of perspectives and in several regions (Morocco, India, Egypt, Syria), questions of human agency, hierarchy and resistance, and Islam as discursive resource, ethical project, and embodied community.
Class Format: seminar Requirements/Evaluation: weekly postings, one 5-page paper, one 10-page paper, discussion leading Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: juniors and seniors, Anthropology, Sociology or Religion majors
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Joel Lee

ANTH 347 Tribe and State on the Afghan-Pakistan Border Crosslistings: ANTH 347/ASST 347
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.
Class Format: seminar Requirements/Evaluation: class participation, short response papers, research paper, and final exam Prerequisites: none; open to first-year students Enrollment Limit: 25 Expected Class Size: 20-25 Enrollment Preferences: Anthropology and Sociology majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: David Edwards

ANTH 391 Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads Crosslistings: ANTH 391/INTR 391
We often tend to think of warfare in the classic terms described by Clausewitz: states waging armed conflict against other states using uniformed armed forces that are distinct from non-combatant civilian populations. Throughout history, however, we may also encounter many instances of asymmetric conflict within states, colonies, and other political entities, involving combatants who are often indistinguishable from the general population and whose objectives are often unlike those of states: Peasant revolts, revolutions, wars of independence or national liberation, and other forms of resistance and civil insurgency pit the relatively weak against the power of the state and may succeed because, to use Mao's metaphor, the insurgents move among the people like fish in water. The close relationship between insurgent fighters and the supporting population makes the social structure, social values, social institutions—in short, the culture—of the society particularly relevant to understanding the nature of a given asymmetric conflict. In this course we will use theoretical and analytical concepts from anthropology, sociology, history, and political philosophy to examine asymmetric conflicts of the twentieth century and the present day. The course will be divided into three parts: in the first we will explore some of the theoretical literature on violence and warfare as well as some of the basic literature on tribal and peasant society, peasant revolts, wars of national liberation, guerilla warfare, and insurgencies. The second part of the course will be devoted to presentations prepared by small groups of students on case studies, e.g., the Hukbalahap insurgency in the Philippines, the communist revolutions of China, Cuba, and Malaysia, wars of national liberation such as those in Algeria and Vietnam, and other ongoing civil conflicts such as the Palestinian intifadah and "ethnic cleansing" in the Balkans. The final portion of the course is devoted to an in-depth study of Iraq following the American invasion and to a consideration of the evolving nature of asymmetric conflict in a globalizing world.
Class Format: seminar Requirements/Evaluation: class participation, two exams, research paper Prerequisites: none; open to first-year students Enrollment Limit: 30 Expected Class Size: 20 Enrollment Preferences: Anthropology and Sociology majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Peter Just

ANTH 397(F) Independent Study: Anthropology
Anthropology independent study.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Olga Shevchenko

ANTH 398(S) Independent Study: Anthropology
Anthropology independent study.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Olga Shevchenko

ANTH 494(S) Senior Thesis: Anthropology
Anthropology senior thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Olga Shevchenko

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.
Class Format: lecture/discussion Requirements/Evaluation: a take-home midterm exam, a class presentation and a final Prerequisites: none Enrollment Limit: 35 Expected Class Size: 35 Enrollment Preferences: first-year students and sophomores
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Grant Shoffstall

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Christina Simko

SOC 202 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.*
Class Format: seminar Requirements/Evaluation: full participation in the seminar, class presentations, and a major paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: all students are required to submit an application essay in order to be included in the course Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: JLST Interdepartmental Electives LEAD American Foreign Policy Leadership

Not Offered Academic Year 2016
SEM Instructor: Robert Jackall

SOC 211(S) Race and the Environment (D) Crosslistings: AFR 211/ENVI 211/SOC 211/AMST 211
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.

Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a self-scheduled final **Prerequisites:** none **Enrollment Limit:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives PHLH Nutrition,Food Security+Environmental Health PHLH Social Determinants of Health

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: James Manigault-Bryant

SOC 215 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; the trafficking of girls and women; the illegal immigration industry; white-collar scams, fraud, 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.
Class Format: seminar **Requirements/Evaluation:** full participation in the seminar, class presentations, short mid-term paper, term paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** all students are required to submit an application essay in order to be included in the course **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: JLST Enactment/Applications in Institutions

Not Offered Academic Year 2016
SEM Instructor: Robert Jackall

SOC 216 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.
Class Format: seminar **Requirements/Evaluation:** response papers, mid term exam and final research paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 15
Enrollment Preferences: Anthropology and Sociology majors
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives GBST Urbanizing World Electives

Not Offered Academic Year 2016
SEM Instructor: Marketa Rulikova

SOC 217 Race(ing) Sports: Issues, Themes and Representations of Black Athletes
Crosslistings: AFR 217/AMST 217/SOC 217/ENGL 215
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, short weekly reading and/or listening assignments, one 5-page paper, final group project **Prerequisites:** none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20 **Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or SOC
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
LEC Instructor: Rashida Braggs

SOC 218(S) Law and Modern Society
This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law and society; as well as the work of those following in the different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of law, including tort law, criminal trial procedures, abortion and divorce law, "community justice," and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as England, Scotland, Ireland, Australia, Germany, Norway, and Canada.
Class Format: lecture/discussion **Requirements/Evaluation:** a short paper and midterm and final exams **Prerequisites:** none **Enrollment Limit:** 35 **Expected Class Size:** 35
Enrollment Preferences: none
Distributional Requirements: Division 2
Other Attributes: JLST Theories of Justice/Law

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: James Nolan

SOC 219(S) Images and Society
"This is obvious!" Is what we say when we believe 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 place of the visual in social inquiry. It will explore the variety of ways in which images—and even vision itself—are shaped by the social and cultural context in which they are embedded, develop skills for critical analysis of existing representations, and address the analytical possibilities and limitations of the study of signs and images. The course will touch upon a range of visual material, from advertising to paintings, but the bulk of the course is dedicated to photography, both as an object of visual analysis and as, increasingly, a research method in social sciences. Topics for discussion include debates around truth in photography and the politics of representation, changing uses of photography in institutional settings, different photographic cultures and their anthropological and sociological significance, as well as the use of photography in social research. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Indian studio portraiture, and will include the images we encounter in everyday life, media, politics, academia, "high" art and pop culture.
Class Format: seminar **Requirements/Evaluation:** active class participation, several response papers, oral presentation and a take-home final **Prerequisites:** none; open to all
Enrollment Limit: 19 **Expected Class Size:** 19
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Olga Shevchenko

SOC 221(S) Money and Intimacy
Can money buy love and care? The course will consider this taboo question from a sociological perspective. We will look into how relevant this question has been over the course of history, what forces have contributed to the shift in thinking about it, and, most importantly, how sociological research helps us understand its current ramifications. We will discuss a wide range of aspects of family life: the relationship between arranged marriage and romantic relationship, the role of inheritance in family and social life, the distribution of resources in the context of modern family forms (most notably remarriages), and the outsourcing of care for dependents. Intimacy bears different value and content in these changing contexts.
The course will further look into the changing character of new economy where "people's skills" are ever more required from employees (emotional labor) and where intimacy, care, and/or sex constitute purchasable commodities. A reflection on the growth of new technologies will complicate some of the discussed concepts and notions, but throughout a common denominator of our discussion will be the role of social inequality.
Class Format: seminar **Requirements/Evaluation:** classroom participation and a final research paper **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 12
Enrollment Preferences: Anthropology and Sociology majors
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 MW 11:00 12:15 Instructor: Marketa Rulikova

SOC 230(F) Memory and Forgetting (D)
On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart—forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include self-identity, memoirs, and oral history; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations. This course meets the EDI requirement by taking a comparative perspective, attending to cross-national struggles over memory and examining cases such as the Holocaust, the atomic bombings of Hiroshima and Nagasaki, Anzac Day in Australia and New Zealand, the assassination of Yitzhak Rabin in Israel, apartheid in South Africa, and slavery in the United States.
Class Format: seminar **Requirements/Evaluation:** active class participation, several short papers, one class presentation, and a final exam **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2 Exploring Diversity

Fall 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Christina Simko

SOC 232(S) Symbols and Society
Human beings, as Kenneth Burke put it, are "symbol-using, symbol-making, and symbol-misusing" animals. Indeed, among humans, symbols provide a substitute for "instincts". Symbols guide our actions, shape our emotions, and enable us to coordinate with others. Symbols may generate solidarity across wide spaces and among people who have never encountered one another face-to-face. They may also inflame conflicts and exaggerate distinctions, even promote violence. This course will examine the role of symbols and symbolism in modern society, exploring how words, gestures, images, and icons give shape and form to social life. The first half of the course will provide a broad introduction to the sociological study of symbols. In the second half of the course, we will pay particular attention to the role that symbols play in politics and nationhood. How do symbols such as flags, anthems, values, ideals, monuments, and memorials promote solidarity and common identity across space and time? When and why do nations struggle over symbols, and what influence do these symbolic struggles have on collective life? What role do symbols play in war, conflict, and violence? Is it possible—in an increasingly interconnected world—to create symbols that transcend the nation and tie together still wider collectivities, even humanity writ large? In addressing these questions, we will adopt a comparative perspective, examining cases from the U.S. and around the globe.

Class Format: seminar **Requirements/Evaluation:** active participation, weekly reading responses, a midterm exam, and a final paper with class presentation **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Christina Simko

SOC 240 Performing Masculinity in Global Popular Culture (D) **Crosslistings:** WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes — had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.
Class Format: seminar **Requirements/Evaluation:** masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 8-10 page final paper, short field trip reaction essay **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** in the event of over-enrollment, a short statement of interest will be solicited **Distribution Notes:** meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: EXPE Experiential Education Courses LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Gregory Mitchell

SOC 241 Meritocracy **Crosslistings:** PSCI 241/SOC 241
Although far less than 1% of American college and graduate school students attend an Ivy League university, 40% of the top decision makers in the second Obama administration did. Is this fact a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equality of opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite?
This course explores the theme of meritocracy— rule by the intellectually talented—in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day China, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality and will include one or more of the following authors: Joseph Kett (*Merit), Charles Murray (Coming Apart*), Tyler Cowen (*Average is Over*), and Christopher Hayes (*Twilight of the Elites*).
Class Format: seminar **Requirements/Evaluation:** class participation, two or three short papers, and a final paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Not Offered Academic Year 2016
SEM Instructor: Darel Paul

SOC 242(S) Food and Society
The French critic Roland Barthes famously said that food is a system of communication. This multidisciplinary course explores the complex social and cultural rules that underlie the consumption of food. Because our food choices communicate who we are—or what we aspire to be—the study of food reveals how societies throughout the world construct difference, whether religious, ethnic, national, or racial. The class will also examine nutrition, hunger, ideals of desirability in body image, and visual representations of food in advertising and art. Probable readings include: policy analyst Raj Patel on the global food system; linguist Dan Jurafsky on the language of food; historian Rachel Laudan on cuisine and empire; journalist John McQuaid on taste; and environmental scientist David Cleveland on the future of food and agriculture.
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, 4 response papers, one 8- to 10-page research paper, 1 oral presentation and 2 class projects **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology and Sociology majors and students with a demonstrated interest in the study of food
Distributional Requirements: Division 2

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Darra Goldstein

SOC 244(S) What They Saw in America **Crosslistings:** SOC 244/HIST 366/AMST 244
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, capitalism, and race.
Class Format: seminar **Requirements/Evaluation:** active class participation, two or three short papers, and a class presentation/final paper **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: James Nolan

SOC 248T(S) Altering States: Postsoviet Paradoxes of Identity and Difference (D) (W)
Crosslistings: SOC 248/GBST 247/RUSS 248
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Ukraine and Hungary. This course fulfills the EDI requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.
Class Format: tutorial **Requirements/Evaluation:** 5-page paper every other week; comments on the partner's paper in alternate weeks **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Anthropology and Sociology majors
Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive

Spring 2016
TUT Section: T1 TBA Instructor: Olga Shevchenko

SOC 252(S) Moral Life in the Modern World
This interdisciplinary seminar attempts to locate and examine modern moral life (i.e., the ethical dimension of modern culture) in its broader historical and cultural context. The aim of the course is less to analyze and debate the theoretical moralities of philosophers and theologians, than it is to interpret and attempt to understand the lived moralities that people actually practice and carry out; that shape conduct and selfhood in the modern world. Part I of the course will provide a guided introduction to a range of contested issues in the study of ethics and morality: moralism, moral relativism, and the nature of modern moral discourse; moral truth, and value freedom; the differences between normative and descriptive ethical inquiry; "thick" and "thin" moral concepts, and the historically variable relationships between lived moralities, theoretical moralities, and moral customs. In Part II we will work through a series of case studies that take up the following issues: moral life in corporate, urban, and suburban contexts; media, moralism, and moral panics; business ethics; race and racism; depersonalization, war and genocide. The course will furthermore examine ethics and morality "in," "through," and "of" literature, as students will select, read, and critique a work of fiction.
Class Format: lecture **Requirements/Evaluation:** weekly discussion précis, film screenings, two book review essays, class presentations, and a take-home midterm **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Sociology and Anthropology students **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Spring 2016
LEC Section: 01 MWF 11:00 12:15 Instructor: Grant Shoffstall

SOC 263 Cold War Technocultures **Crosslistings:** SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263
With the Soviet Union's collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world" hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period. The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical treads connecting MIT's legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin's spaceflight, the Apollo moon landing, and American civil defense; the postwar science of cybernetics and the emergence of the now iconic cyborg; the Club of Rome's *Limits to Growth* report and the Gaia hypothesis; plans backed by NASA for the industrialization, humanization, and colonization of outer space; and Ronald Reagan's Strategic Defense Initiative, "'Star Wars". Finally, case studies considered in Part III will focus on moments of conflict and resistance, appropriation, and unintended consequences of the preceding and other Cold War technological developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural causality of the US/CIA-backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberalism(s).
Class Format: seminar **Requirements/Evaluation:** weekly discussion precis, film screenings, class presentations, and a final research project decided in consultation with the instructor **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** preference will be given to students with a demonstrated interest in the study of Cold War science and technology
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Grant Shoffstall

SOC 268 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.
Class Format: seminar **Requirements/Evaluation:** response papers, mid term exam and final research paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Marketa Rulikova

SOC 283(S) **Religion and Capitalism (W)** **Crosslistings:** PSCI 140/SOC 283/REL 282
Up through the 1960s it was popular to claim that the world was becoming increasingly and inevitably secular, with the development of modern capitalist social relations as a signature cause. Today the 'secularization thesis' is largely defunct. Instead one sees the vibrant return of religion to social, economic, and political prominence in most parts of the world—at the very same time we are experiencing through globalization and the information revolution the most dramatic economic advances in a century.
This course investigates the historical and contemporary relationship between culture and economics, religion and capitalism, in their most encompassing forms. In investigating this theme, our cornerstone will be Max Weber's famous argument from *The Protestant Ethic and the Spirit of Capitalism*. Along the way we will discuss both the origins of capitalist society as well as its more recent transformations through the rise of the welfare state, consumerism, and globalization. We will also discuss changes in religion under the influence of capitalism including romanticism, Pentecostalism, moralistic therapeutic Deism, and the 'God gap' between largely theist Africa, South and West Asia, and the Americas on the one hand and largely atheist Europe and East Asia on the other. The focus of the course is on Christianity in Western countries both historically and in the present, but we will spend time discussing religion (particularly Pentecostalism) and capitalism in the contemporary Global South as well.
Class Format: seminar **Requirements/Evaluation:** regular discussion questions, three 5- to 6-page papers, in-class paper workshops, 20- to 24-page final term paper incorporating earlier papers **Prerequisites:** none **Enrollment Limit:** 16 **Expected Class Size:** 14 **Enrollment Preferences:** open to first-years and sophomores only **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI Comparative Politics Courses PSCI Political Theory Courses

Spring 2016
SEM Section: 01 MWF 11:00 12:15 Instructor: Darel Paul

SOC 291(S) **Religion and the American Environmental Imagination (W)** **Crosslistings:** ENVI 291/REL 291/SOC 291
This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Drawing widely on both religious studies and the environmental humanities, we will examine the works of famous environmental thinkers such as Henry David Thoreau and Wendell Berry, as well as a number of lesser-known writers from non-Christian backgrounds. We will read these writers alongside recent scholarship on religion and ecology to understand how they were 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, with particular emphasis on agrarianism, wilderness preservation, and climate justice.
Class Format: seminar **Requirements/Evaluation:** a 15- to 18-page research paper and several shorter writing assignments **Prerequisites:** ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Environmental Studies majors and concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Nicolas Howe

SOC 300 **Measuring Truth** **Crosslistings:** MATH 300/HSCI 300/REL 301/SOC 300
We will examine specific case studies of measuring truth—the emergence of science and technology in American colleges and universities; the prevalence of scientific methods in social science and humanities; the ways alternative methodologies in the humanities critique and historicize scientific approaches to reaching truth; and the possible tension between scientific modes of thinking and the aims of the liberal arts.
Class Format: seminar **Requirements/Evaluation:** five 2-page papers and a final 15-page paper **Prerequisites:** any 200-level course **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** at the discretion of the instructors **Distribution Notes:** meets Division 3 requirement if registration under MATH; meets division 2 if registration under AFR, HSCI, REL or SOC **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3

Not Offered Academic Year 2016

SOC 303(F) **Cultures of Climate Change (W)** **Crosslistings:** ENVI 303/SOC 303
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.
Class Format: seminar **Requirements/Evaluation:** a 15- to 18-page research paper and several shorter writing assignments **Prerequisites:** ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Environmental Policy & Environmental Science majors and Environmental Studies concentrators first; Anthropology and Sociology majors second
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP PTL Theory/Method Courses ENVP SC-A Group Electives ENVP SC-B Group Electives

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Nicolas Howe

SOC 305 **The Sociology of Black Religious Experience** **Crosslistings:** AFR 305/REL 315/SOC 305/AMST 305
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.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, 2-3 short papers, and a final research paper **Prerequisites:** none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators and Anthropology/Sociology majors **Dept. Notes:** 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
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: James Manigault-Bryant

SOC 306 **Lessons of 'The Game': The Wire and American Culture** **Crosslistings:** AFR 300/AMST 300/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.* Due to its attention to crime, drug addiction, violence, and urban decay, this course is a part of the Gaudino Danger Initiative.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on 2-3 short papers (5-7 pages), and a final written project (10 pages) **Prerequisites:** none **Enrollment Limit:** 50 **Expected Class Size:** 50 **Enrollment Preferences:** none **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Not Offered Academic Year 2016
LEC Instructor: James Manigault-Bryant

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 both remarkable intelligence successes and catastrophic failures. Extensive reading of declassified materials and interviews and oral histories given by former intelligence officers and of memoirs written by them as well as an examination of interviews collected by the instructor.
Class Format: seminar **Requirements/Evaluation:** full participation in the seminar, class presentations, and a major paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** all students are required to submit an application essay in order to be included in the course **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 M 07:00 09:40 Instructor: Robert Jackall

SOC 315 **Culture, Consumption and Modernity (W)**
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 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.
Class Format: seminar **Requirements/Evaluation:** full participation, ten journal entries and a 15-page term paper that will go through a draft and revision stage **Prerequisites:** none; open to first year students **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives GBST Urbanizing World Electives

Not Offered Academic Year 2016
SEM Instructor: Olga Shevchenko

SOC 317T The Public and the Private (W)
The sharp distinction between the private and the public spheres is often taken as one of the defining features of the Western modernity itself. Furthermore, the existence and vibrancy of the public sphere is a crucial precondition for participatory democracy, whereas respect for privacy and provisions and guarantees that ensure personal autonomy remain fundamental for the daily operations of society. This tutorial course will address the public and the private as concepts that are always in a state of tension, and will explore these tensions from a sociological and historical vantage point. Topics include: democracy and the public sphere, publicity and its institutions, from the coffee house to the mass media, individual and collective identities, the "religion of individualism" and its rites and priests, public and private uses of space, the shifting lines of differentiation between the private and the public and the contestations of this distinction, as well as the impact of new technologies on the relationship between the public and the private. The tutorial will mainly address the Western cultural tradition, although it will involve intercultural comparisons, drawing on a wide range of literature, from Jurgen Habermas to Svetlana Boym, Nancy Fraser and Richard Sennett.
Class Format: tutorial; students will meet in pairs with the instructor 1 hour each week; they will write a 5- to 7-page paper based on the readings every other week (5 papers total); on alternate weeks they will write & present a 2-page response to their peer's paper Requirements/Evaluation: evaluation will be based on the analytical qualities of the students' written and oral work and on their weekly participation in discussion Prerequisites: none; open to all Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Anthropology and Sociology majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Olga Shevchenko

SOC 318T Declining Significance of Race and Racism in U.S. Politics? (W)
Crosslistings: PSCI 318/AFR 318/SOC 318
Historically, America has faced a dilemma. On one hand, the United States was founded on the principles of liberty and equality, and consequently the American ethos is largely characterized by individualism and egalitarianism. On the other hand, the U.S. has faced and continues to be challenged with matching its expectations and ideals of itself with reality, as there are on-going inequalities based on race, gender, religion, and sexuality. Nonetheless, one would have difficulty in arguing that American society has not improved at all, especially over the past half-century. The U.S. government — via Congress, the Supreme Court, and Executive Orders of various Presidents — has improved the well-being and status of racial minorities. Further, the overwhelming majority of American citizens eschew racist language and attacks on racial and ethnic minorities. Some would argue that the election of the United States — first Black president is a clear indication that the country is approaching — if not already realizing — its post-racial, American Dream. But, scholars who have tried to measure the significance, impact, and effect of race on American politics are currently engaged in a highly contested debate on the extent to which racism has declined in this society. In this tutorial, we will explore a variety of debates concerning the role of race in American society and American Politics. Have racial attitudes improved over the past 60 years or has the language of racial animus simply changed over that time? Are racial minorities failing to live up the opportunities provided to them by the U.S. Constitution and various other laws or are there structural barriers that are too high for them to overcome? Is the election of minority leaders in majority white districts a sign that racial attitudes have an insignificant influence on candidate evaluation and elections or have minority candidates deracialized their campaigns in a way that may ultimately disserve minority groups? These are just a few of the questions we will consider. Students will be exposed to texts on at least two sides of various debates.
Class Format: tutorial Requirements/Evaluation: five 5-page essays, five 2-page response papers; one final 5-page reflection essay Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: seniors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSCI American Politics Courses

Not Offered Academic Year 2016
TUT Instructor: Candis Smith

SOC 319 Ethnographic Approaches to Africana Studies Crosslistings: AFR 319/SOC 319/AMST 319
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.
Class Format: seminar Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 15 Expected Class Size: 10 Enrollment Preferences: Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Rhon Manigault-Bryant

SOC 324 Memory and Identity (D)
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 mechanisms involved in the formulation of the individuals' sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, narratives of trauma and of a "golden age," the invention of tradition, and battles over remembrance and heritage, such as the dispute over the ownership of Parthenon Marbles between Greece and the UK, or over the proper way to commemorate the victims of 9/11 in the US or the victims of Stalin's purges in the post-Soviet space. This course fulfills the EDI requirement because it explores the diversity of the ways in which communities imagine and engage with their past, and puts struggles over memory in the context of groups' struggles for power and visibility.
Class Format: seminar Requirements/Evaluation: extensive class participation, several short papers, and a final research project with class presentation Prerequisites: none
Enrollment Limit: 19 Expected Class Size: 15
Distributional Requirements: Division 2 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Olga Shevchenko

SOC 328(F) Media Events (W) Crosslistings: SOC 328/AMST 328
Today, live broadcasts of historic events draw together wide audiences, creating modern rituals that invite participation and foster a sense of membership in society. Media events, as Daniel Dayan and Elihu Katz argue, include "contests" such as political campaigns and sporting events, "charismatic missions" such as the moon landing, and "rites of passage" such as state funerals and national memorial services. This course will examine media events as a modern form of ritual. Preliminary readings will include theoretical treatments of ritual by thinkers such as Émile Durkheim, Claude Lévi-Strauss, Mary Douglas, and Victor Turner as well as more recent adaptations of these theories for the age of mass media. We will then examine several case studies, reading scholarly interpretations of media events while also delving into media representations firsthand by viewing news coverage, analyzing magazine and newspaper articles, examining photographs, and—for more recent events—exploring the role of social media. How do modern media events compare with the forms of ritual described in classic theoretical texts? Are they merely "spectacles" or "pseudo-events" that serve political and/or corporate interests, or are they sources of genuine solidarity and wellsprings for civic participation? What role do political comedy and satire play in shaping and framing media events? Has the rise of social media transformed our experience of these events? Have catastrophic events such as natural disasters and terrorist attacks—which we can increasingly "witness" in real time through various media sources—become a new kind of media event? We will focus primarily on the U.S., but will also work to draw comparisons. Throughout the semester, each student will develop a significant project on an event of his or her choosing.
Class Format: seminar Requirements/Evaluation: active participation, 3-4 short memos, a 15-page paper that will go through draft and revision stage, and a final class presentation Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Anthropology and Sociology majors
Distributional Requirements: Division 2 Writing Intensive

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Christina Simko

SOC 330(S) Technology, Culture and Society Crosslistings: SOC 330/SCST 330
An introduction to major trajectories of theory and empirical research in the sociology and history of technology: the Social Construction of Technology (SCOT), Large Scale Technological Systems (LTS), Actor-Network Theory (ANT), and cultural studies of technoscience broadly. Students will also become acquainted with a number of philosophical positions on technology: instrumentalist, Marxist, cultural/ substantivist, humanist and posthumanist. Topics to be explored include technology, (post)industrial capitalism, and the nature of modern power; the role of technology in giving shape and weight to social institutions and forms of agency; technology, individualism, and everyday life in the modern world; technological determinism; resistance and accommodation to technological change; technology as a point of view and total way of life (culture); language, quantification, computerization, and (tele)visual media; and technology and environment. The course is furthermore designed to allow students to explore and research topics not appearing on the syllabus in the main.
Class Format: seminar Requirements/Evaluation: weekly discussion precis, class presentations, a midterm essay and final paper Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: Anthropology and Sociology majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 MWF 08:30 09:45 Instructor: Grant Shoffstall

SOC 332(F) Life and Death in Modernity
Death is a biological fact. Death is also one of the few universal parameters in and through which social worlds and individual lives are created. Death, in other words, is a primary source of the material and symbolic activities through which humans work to construct, legitimate, and maintain social realities. To attend to "ways of death", then, is to attend simultaneously, if only indirectly, to "ways of life'—the hopes and fears, the ways and wants of a people. In this course we will ask: How, why, and with what manner of consequence has it come to be that, under late-western modernity, the aged, the sick, the dying, the bereaved, and indeed death itself, are routinely "set aside", hidden from view and thus awareness, institutionally sequestered from those of us among the living? We will attend to the historical emergence of the institutional forms that perpetrate this sequestration, and show how they have become tightly articulated with one another: hospitals, nursing homes, hospice centers, funeral homes, cemeteries. We will furthermore examine the peculiar bodies of expert knowledge that have arisen in tandem with these institutional forms, among them gerontology, thanatology, and bereavement therapy, showing how they have conspired in the (bio)medicalization of aging, death, and grief. Other topics to be explored include the commodification and consumption of health and well-being; the emergence of anti-aging medicine and "popular" rationalities of human life extension; cryonic suspension, zombies, and the paranormal.
Class Format: seminar Requirements/Evaluation: weekly journal entries, film screenings, take-home midterm, class presentations, and a final 12- to 15-page paper to be decided in consultation with the instructor Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Sociology and Anthropology students
Distributional Requirements: Division 2
Other Attributes: PHLH Bioethics + Interpretations of Health

Fall 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Grant Shoffstall

SOC 368 Technology and Modern Society
With widespread use of new social media, 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.
Class Format: seminar Requirements/Evaluation: two short papers, a midterm exam, and a final exam Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20
Enrollment Preferences: Anthropology and Sociology majors
Distributional Requirements: Division 2
Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives HSCI Interdepartmental Electives SCST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: James Nolan

SOC 371 Science, Technology, and (Bio)medicalization Crosslistings: SOC 371/HSCI 371/SCST 371
Medicalization: those processes by which previously *non*-medical problems, once defined as ethical-religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder." Part I: The history of the medicalization thesis; medicalization as a technical process; modern medicine as a form of social control; critiques of the medicalization thesis. Part II: From medicalization to biomedicalization; from the management of human life to the transformation of "life itself" by way of post-World War II technoscientific interventions aimed at "optimizing" human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques, robotics, and transplant medicine, among others. Finally, a consideration of how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it is of possibility. The course will to this end conclude with a survey of emerging issues in speculative technoscience and the ethics and politics of human enhancement.
Class Format: lecture Requirements/Evaluation: weekly discussion précis, science-fiction book review essay, class presentations, and a take-home midterm Prerequisites: none
Enrollment Limit: 25 Expected Class Size: 20-25 Enrollment Preferences: preference will be given to Anthropology and Sociology students Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PHLH Bioethics + Interpretations of Health

Not Offered Academic Year 2016
LEC Instructor: Grant Shoffstall

SOC 385(F) Breaking Apart
The course examines the splintering of American social structure and culture. Attention to the: transformation of family, marked by the abandonment of traditional definitions of sex and gender; consequences of the de-industrialization and globalization of our economy and our new debtor-nation status; increasing bureaucratization of every sphere of life, especially the growth of the leviathan state; institutionalization of adversary political cultures, on both left and right; proliferation of claims on public and private bureaucracies, fueled by competing propaganda spun by technicians in moral outrage; transformation of mass media and of audiences into specialized cliques; alliance of insulated elites with lower classes and the underclass against the interests of middle/working classes on myriad issues, particularly crime and illegal immigration; metamorphosis of public manners, etiquette, and rules for discernment of aesthetic, artistic, and intellectual worth; clashes between the manifold cultural frameworks that give meaning to personal experiences; the racialization of public opinion and discussion; and the multiplicity of moral codes and conceptions of public order that often conflict with presumably common laws. In short, who are we now as a nation?
Class Format: seminar Requirements/Evaluation: mandatory attendance, class presentations, and a major term paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: Anthropology and Sociology majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: JLST Interdepartmental Electives

Fall 2015
SEM Section: 01 T 01:10 03:50 Instructor: Robert Jackall

SOC 387 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.
Class Format: seminar Requirements/Evaluation: full participation in seminar, class presentations, and a major paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: all students are required to submit an application in order to be included in the course
Distributional Requirements: Division 2
Other Attributes: LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
SEM Instructor: Robert Jackall

SOC 397(F) Independent Study: Sociology
Sociology independent study.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Olga Shevchenko

SOC 398(S) Independent Study: Sociology
Sociology independent study.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Olga Shevchenko

SOC 493(F) Senior Thesis: Sociology
Sociology senior thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Olga Shevchenko

SOC 494(S) Senior Thesis: Sociology
Sociology senior thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Olga Shevchenko

ARABIC STUDIES (Div. I, *with some exceptions as noted in course descriptions*)
Coordinator, Professor GAIL NEWMAN
Assistant Professors VARGAS. Visiting Assistant Professors: BECK, EQEIQ. *Affiliated Faculty:* Professors: BERNHARDSSON**, D. EDWARDS*, NEWMAN, ROUHI. Associate Professors: PIEPRZAK***. Assistant Professors: APOSTOS, YACOOB. Senior Lecturer: H. EDWARDS. Teaching Associate: ABDELILAH EL OIRAKI.
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 areas.

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 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 251/COMP 251 Popular Culture in the Arab World: Youth, Populism, and Politics
ARAB 252/COMP 252/WGSS 251/HIST 309 Arab Women Memoirs: Writing Feminist History
ARAB 256/COMP 256/ENGL 284 Arab and Anglophone: Narratives Beyond Nation and Diaspora
ARAB 301 Advanced Arabic I
ARAB 302 Advanced Arabic II
ARAB 309 Introduction to Colloquial Arabic
ARAB 401 Topics in Advanced Arabic
ARTH 212 Distant Encounters: East Meets West in the Art of the European Middle Ages
ARTH 259/AFR 259/ARAB 259 Bilad al Sudan and Beyond: Arts of the Afro Islamic World
ARTH 278/ARAB 278 The Golden Road to Samarqand
COMP 253/ARAB 253 Narratives of Placement and "Dis placement" from the Global South
COMP 261/ARAB 261 Comparative Postcolonial Narratives: Novels from the Arab World, Latin America and the Caribbean
HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East
HIST 207/JWST 217/REL 239/ARAB 207/INST 101/LEAD 207 The Modern Middle East
HIST 305/ARAB 305 Nation Building: The Making of the Modern Middle East
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 409/ARAB 409/INST 409 Crescent, Cross, and Star. Religion and Politics in the Middle East
HIST 480/ARAB 480 Dangerous Narratives: Interpretations of the Israeli Palestinian Conflict
REL 201/COMP 201/JWST 201 The Hebrew Bible
REL 202/JWST 202/COMP 214 Moses: Stranger in a Strange Land
REL 207/COMP 250/JWST 207/CLAS 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis
REL 230/COMP 260/ARAB 230 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?
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.*

Study Away: You can find general study away guidelines for Arabic Studies here.

ARAB 101(F) 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. 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.
Class Format: lectures, five hours a week Requirements/Evaluation: evaluation is based on tests, daily homework, and active class participation Prerequisites: none Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: students considering a major in Arabic Studies Extra Info: students registered for ARAB 101 and 102 are required to attend and pass the sustaining program during the winter study period; credit is granted only if both semesters (ARAB 101 and 102) are taken
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 M-F 10:00 10:50 Instructor: Kirsten Beck

ARAB 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. 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.
Class Format: lectures, five hours a week Requirements/Evaluation: evaluation is based on tests, daily homework, and active class participation Prerequisites: ARAB 101 Enrollment Limit: 25 Expected Class Size: 15 Enrollment Preferences: students considering a major in Arabic Studies Extra Info: 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 (ARAB 101 and 102) are taken
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 M-F 10:00 10:50 Instructor: Kirsten Beck

ARAB 111 Movers and Shakers in the Middle East (D) (W) Crosslistings: HIST 111/LEAD 150/ARAB 111
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 Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
SEM Instructor: Magnus Bernhardsson

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.
Class Format: lecture; the class meets four hours a week with the fourth hour a conversation section Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes, a midterm and a final exam Prerequisites: ARAB 101-102 or permission of instructor Enrollment Limit: none Expected Class Size: 10
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MWF 12:00 12:50 Instructor: Amal Eqeiq
CON Section: 02 W 02:10 03:00 Instructor: Amal Eqeiq
CON Section: 03 TBA Instructor: Amal Eqeiq

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 fii Ta'allum al-'Arabiyya Part II* but outside materials from diverse media such as television and newspapers will also be included. *Class will be conducted in Arabic.*
Class Format: lecture; the class meets four hours a week with the fourth hour a conversation section Requirements/Evaluation: evaluation is based on quizzes, tests, homework and active class participation Prerequisites: ARAB 201 or permission of instructor Enrollment Limit: none Expected Class Size: 10
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MWF 12:00 12:50 Instructor: Amal Eqeiq
CON Section: 02 W 02:10 03:00 Instructor: Amal Eqeiq
CON Section: 03 TBA Instructor: Amal Eqeiq

ARAB 207(F) The Modern Middle East (D) Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/L
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30-40 **Enrollment Preferences:** completion of course admission survey if overenrolled **Distribution Notes:** meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Magnus Bernhardsson

ARAB 215T(S) The Veil: History and Interpretations (D) (W) Crosslistings: HIST 110/ARAB 215/WGSS 110
This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.
The tutorial is part of the Exploring Diversity Initiative (EDI) because it considers the veil across different cultural areas.
Class Format: tutorial **Requirements/Evaluation:** each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first years, sophomores and those with demonstrated interest in the Middle East **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group E Electives - Middle East

Spring 2016
TUT Section: T1 TBA Instructor: Magnus Bernhardsson

ARAB 222(F) Photography in/of the Middle East (D) Crosslistings: ARTH 222/ARAB 222
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.
Class Format: lecture **Requirements/Evaluation:** class participation, short papers, term project **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** permission of instructor **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH Middle East, Asia and Africa Courses ARTH post-1600 Courses

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Holly Edwards

ARAB 223 Migrants at the Borders: Comparative Middle Eastern and Latin American Cultural Studies Crosslistings: ARAB 223/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 Anzaldua, 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 Mision*, *Pixote*,*Midaq Alley*, *City of God*,, *Battle of Algiers*, *My Beautiful Launderette*, *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.
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, two 3- to 5-page papers and a final research paper (7-10 pages) or half hour oral exam
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15-20
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives GBST Borders, Exiles + Diaspora Studies Electives GBST Middle Eastern Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Armando Vargas

ARAB 228(F) Modern Arabic Literature in Translation (D) (W) Crosslistings: ARAB 228/COMP 228
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 may 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. All readings are in English. 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.
Class Format: lecture/discussion **Requirements/Evaluation:** active and consistent class participation, two short paper (3-5 pages) and a final paper (5-7 pages) **Prerequisites:** none
Enrollment Limit: 19 **Expected Class Size:** 19
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives

Fall 2015
LEC Section: 01 Cancelled

ARAB 233 Introduction to Classical Arabic Literature (W) Crosslistings: ARAB 233/COMP 233
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-Mutannabi. 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.*
Class Format: lecture/discussion **Requirements/Evaluation:** 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 **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Comparative Literature majors and students with a background in Middle Eastern Studies
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives

Not Offered Academic Year 2016
LEC

ARAB 235(F) The Qur'an and Literature Crosslistings: COMP 235/ARAB 235/REL 235
This course explores the rich and multifaceted relationship between the Qur'an and literature from several different perspectives. The first part of the course will examine Qur'anic stylistics through primary readings in translation and scholarship on the question of whether the Qur'an is literature. Readings will consider how the Qur'an sheds light on the category of literature through attention to such features as sound, figurative language, and genre. Students will also discover what the Qur'an has to say about poets and stories. We will then turn to the classical discourse on Qur'anic inimitability (*i`jaz al-Qur'an*), with an emphasis on stylistic/rhetorical inimitability and its relationship to Arabic literary theory. We will make use of recent translations of *i`jaz* treatises, manuals of literary criticism, and historical readings on the status of the Qur'an in early Islamic history. Finally, we will read a selection of later literature that takes up Qur'anic themes and language in Islamic history, in order to explore questions of intertextuality, rewriting, and the guises that commentary can take.
Class Format: seminar **Requirements/Evaluation:** 2 papers (5-7 pp., 8-10 pp.), short response papers, class participation **Enrollment Limit:** 40 **Expected Class Size:** 15
Enrollment Preferences: Comparative Literature majors, Arabic Studies majors
Distribution Notes: meets Division 1 requirement if registration is under COMP or ARAB; meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Rachel Friedman

ARAB 237(S) Love, Desire, and Longing in Classical Arabic Poetry Crosslistings: COMP 237/ARAB 237
The genre of *ghazal*, or love poetry, has a long and fascinating history in classical Arabic literature. In its various guises, it has been a vehicle for expressing many forms of desire, including erotic passion, "platonic" yearning from a distance, and mystical love for the Divine. This course will explore the development of *ghazal*, beginning with pre-Islamic odes, continuing through the rise of the *ghazal* as an independent genre, and then taking up its adaptations across the classical and pre-modern Arabic-speaking world. We will pay close attention to aesthetics, tone, emotional effect, and features particular to certain sub-genres of *ghazal*. Background readings about historical, cultural, and literary contexts will shed further interpretive light on the poetry. Through these sources, which come from lands as diverse as Iberia, North Africa, the Levant, and the Arabian Peninsula, we will investigate how classical Arabic-language love poets expressed issues of gender, class, sexuality, existential despair, hope and loss, and living in relationship to God.
Class Format: seminar **Requirements/Evaluation:** 2 papers (5-7 pp., 8-10 pp.), short response papers, class participation **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 15 **Enrollment Preferences:** Comparative Literature majors, Arabic Studies majors
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Rachel Friedman

ARAB 242 Women, Gender, and Sexuality in Islam Crosslistings: REL 242/ARAB 242/WGSS 242

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.
Class Format: seminar Requirements/Evaluation: active class participation (including a presentation on the reading materials), short weekly reflections, and one final research paper (10-15 pages) Prerequisites: none Enrollment Limit: 19 Expected Class Size: 10 Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Saadia Yacoob

ARAB 243(S) Islamic Law: Past and Present Crosslistings: REL 243/ARAB 243/HIST 302
From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette.
The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.
Class Format: seminar Requirements/Evaluation: weekly responses, four 2- to 3-page essays Prerequisites: none Enrollment Limit: 19 Expected Class Size: 10 Enrollment Preferences: majors
Distributional Requirements: Division 2
Other Attributes: HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Saadia Yacoob

ARAB 251 Popular Culture in the Arab World: Youth, Populism, and Politics
Crosslistings: ARAB 251/COMP 251
Since the uprisings in the Arab world in 2011, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will watch several documentaries about music, politics and youth in the Arab world. We will also read a selection of essays from anthropology, Arab culture studies, political science, and journalism to provide historical and critical context for the material discussed in class. Required graphic texts include Naji Al-Ali's *A Child in Palestine* and Majdi Shafi's *Metro: A Story of Cairo*.
Class Format: lecture Requirements/Evaluation: active class participation, several short response assignments (2-3 pages each), and final paper (5-7 pages) Prerequisites: none Enrollment Limit: 40 Expected Class Size: 20 Enrollment Preferences: students majoring in or considering a major in Arabic Studies
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Amal Eqeiq

ARAB 252(F) Arab Women Memoirs: Writing Feminist History Crosslistings: ARAB 252/COMP 252/WGSS 251/HIST 309
This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (*A Mountainous Journey: An Autobiography*), Fatima Mernissi (*Dreams of Trespass: Tales of a Harem Girlhood*), Leila Ahmed (*A Border Passage: From Cairo to America—a Woman's Journey*), Fadia Faqir and Shirley Eber (*In the House of Silence: Autobiographical Essays by Arab Women Writers*), and Jumanah Haddad (*I Killed Scheherazade: Confessions of an Angry Arab Woman*), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.
Class Format: seminar Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), and a final paper (7-10 pages) Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15 Enrollment Preferences: none Distribution Notes: meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under HIST or WGSS Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Amal Eqeiq

ARAB 253 Narratives of Placement and "Dis-placement" from the Global South (W)
Crosslistings: COMP 253/ARAB 253
This seminar deals with the theme of placement and "dis-placement" in literature from different sites in the Global South in the late 20th century. Situating the question of placement and uprootedness within multiple historical and cultural contexts in different sites in the Southern hemisphere, the location of much of the "developing world," including the Middle East and North-Africa, Latin America, the Caribbean, the African Diaspora and the US-Mexico borderland, we will address the following questions: What distinguishes exile from Diaspora? What constitutes "dis-placement"? How do the experiences of up-rootedness and forced migration among Palestinian refugees and Mexican migrant workers (within Mexico and the US; with or without documents) inform our notion of home and belonging? How do the legacy of French colonialism in North Africa and the rise of globalization in Latin America, for example, shed light on the ongoing massive immigration of subjects from the Global South to the North? Our emphasis will be on working together to find avenues for expressing yourselves in writing and other media, such as creating your own blog entries about these topics. In addition to a course reader with selected stories, poems, and critical essays, readings will include: Benyamin's *Goat Days*, Aimé Césaire's *Return to My Native Land*, Ghassan Kanafani's *Men in the Sun*, Mamud Darwish's *Journal of an Ordinary Grief*, and Laila Lalami's *Hope & Other Dangerous Pursuits*.
Class Format: seminar Requirements/Evaluation: active class participation, several short response assignments (1-2 pages), one midterm paper (5-6 pages), and final paper (7- 10 pages) Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: students majoring in Comparative Literature
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Amal Eqeiq

ARAB 256 Arab and Anglophone: Narratives Beyond Nation and Diaspora
Crosslistings: ARAB 256/COMP 256/ENGL 284
This course takes a close look at contemporary Anglophone Arab writings. The objective is to familiarize students with major Arab writers, and/or writers of Arab descent who live in the Anglo-Saxon diaspora, especially the UK, North America and Australia. We will investigate the work of these writers with special attention to the history of Arab migration to these geographies, and the emergence of hyphenated Arab identities and literatures. At the heart of this course is a desire to not only shed light on what it means to be an Arab or an immigrant producing English literature, but also to understand the multiple ways in which we conceptualize and seek to define what transnational literature means. Texts for this course may include novels by the following writers: Rabih Alameddine (Lebanon/USA), Mohja Kahf (Syria/USA), Leila Aboulela (Sudan/UK), Hisham Matar (Libya/UK), and Randa Abdel-Fattah (Palestine-Egypt/Australia). There will also be a course reader that includes critical essays, poems, as well as a number of films and selections of music that shed light on the different articulations of being Arab and Anglophone.
Class Format: seminar Requirements/Evaluation: active class participation, 4 short response assignments (2-3 pages), and final paper (5-7 pages) Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15 Enrollment Preferences: majors or prospective majors in Comparative Literature or Arabic Studies Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives GBST Borders, Exiles + Diaspora Studies Electives GBST Middle Eastern Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Amal Eqeiq

ARAB 259 Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World (D)
Crosslistings: ARTH 259/AFR 259/ARAB 259
From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.
This course fulfills EDI requirements through its exploration of the cross-cultural strategies used by Islam to interact with, respond to, and manifest itself within established African expressive traditions.
Class Format: lecture Requirements/Evaluation: two reading response papers (2 pages each), a term paper (8-10 pages) with class presentation, a mid-term exam, and a final exam Prerequisites: none, although an introductory course in art history or Islamic studies would be useful Enrollment Limit: 25 Expected Class Size: 15 Enrollment Preferences: if the course is oversubscribed, preference will be given to students who have declared a major in Art History or Africana Studies Distribution Notes: meets Division 1 requirement if registration is under ARTH or ARAB; meets Division 2 requirement if registration is under AFR Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives ARTH Middle East, Asia and Africa Courses GBST African Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Michelle Apotsos

ARAB 261(S) Comparative Postcolonial Narratives: Novels from the Arab World, Latin-America and the Caribbean (W) Crosslistings: COMP 261/ARAB 261
In this introductory course to the global postcolonial novel, we will examine novels in translation from the Arab world, Latin America and the Caribbean that are in conversation with each other. Through textual and formal analysis of selected novels in translation, we will ask questions concerning the legacy of the different forms of European colonialism in these distinct geographies. This course has two goals: First, to familiarize students with classical, canonical and popular Arabic, Latin American and Caribbean novels that deal with the history of European colonialism and/or its aftermath. Second, to introduce student to some of the critical trends and theoretical debates concerning the potential and limits of reading these novels as resistance and/or postcolonial literature. In addition to selected critical essays, the readings for this course may include novels by the following writers: Assia Djebar (Algeria), Gamal al-Ghitani (Egypt), Sahar Khalifah (Palestine), Tayyib Saleh (Sudan), Alejo Carpentier (Cuba), Rosario Castellanos (Mexico), Jamaica Kincaid (Antigua), and Gabriel García Marquez (Colombia).
Class Format: seminar Requirements/Evaluation: active class participation, three short papers (3-5 pages) and a final 7- to 10-page expansion and rewrite Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: majors or prospective majors in Comparative Literature or Arabic Studies Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Amal Eqeiq

ARAB 278 The Golden Road to Samarqand Crosslistings: ARTH 278/ARAB 278
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, a short paper, a midterm and a final Prerequisites: none Enrollment Limit: 20
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives ARTH Middle East, Asia and Africa Courses GBST Middle Eastern Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Holly Edwards

ARAB 280(S) Islam and Anthropology Crosslistings: ANTH 346/REL 346/ARAB 280/ASST 346
If anthropology has helped to define Islam in global thought, Islam has returned the favor, holding a critical mirror to the anthropological endeavor perhaps more than any other traditional "object" of study. This course examines anthropological studies of Islamic societies for what they teach us both about Islam and about anthropology. We begin with foundational social theorists whose studies of religious phenomena helped give rise to the field of anthropology of religion. We then survey influential efforts to construct "ideal-type" models of Muslim society based on anthropological and historical knowledge, alongside efforts to critique, historicize, and redirect the model-building project (notably by Talal Asad and Edward Said). The second half of the course is devoted to ethnographies that explore, from a variety of perspectives and in several regions (Morocco, India, Egypt, Syria), questions of human agency, hierarchy and resistance, and Islam as discursive resource, ethical project, and embodied community.
Class Format: seminar Requirements/Evaluation: weekly postings, one 5-page paper, one 10-page paper, discussion leading Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: juniors and seniors, Anthropology, Sociology or Religion majors
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Joel Lee

ARAB 281(F) Medieval Islamic Medicine Crosslistings: HSCI 322/REL 283/ARAB 281
Medieval Islamic Medicine embodies both a medical tradition that deserves historical study in itself, and a relevant period of medical history with a deep impact on the development of the Western Medical Tradition. Paradoxically, while it is highly idealized, it has traditionally gained —and often still does today—a fleeting, superficial and outdated overview in the syllabi of history of medicine courses at medical schools, and only exceptionally has a well informed chapter been included in recent general works on history of medicine or Islamic studies. The aim of this course is to two-fold: first, to give students an overview of the Islamic medical tradition, outlining its origins and development both in the eastern and western lands of medieval Islamic civilization, and second, to develop students' critical skills in analyzing historical information as well as bibliography. Among other things, the course will consider the transmission and elaboration of Greco-Roman medical knowledge, the principles of medical theory and practice, the development of different genres of Islamic medical literature, their main authors, and their medical contributions.
Class Format: seminar Requirements/Evaluation: regular attendance and participation, two short papers, and a 10- to 15-page research paper Prerequisites: none Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: none
Distributional Requirements: Division 2
Other Attributes: PHLH Bioethics + Interpretations of Health

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Cristina Alvarez Millan

ARAB 301(F) Advanced Arabic I
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.*
Class Format: meets four hours a week with the fourth hour a conversation section, time to be arranged Requirements/Evaluation: active class participation, completion of all written assignments, quizzes, a midterm, and a final exam Prerequisites: two semesters of Intermediate Arabic or permission of instructor Enrollment Limit: none Expected Class Size: 8
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Kirsten Beck

ARAB 302(S) Advanced Arabic II
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.
Class Format: lecture Prerequisites: ARAB 301 or permission of instructor Enrollment Limit: none
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Kirsten Beck

ARAB 303(F) A History of Islam in Africa Crosslistings: HIST 303/REL 303/AFR 303/ARAB 303/GBST 303
This course examines the history of Islam in Africa from the seventh century to the present. We will start off by looking at the spread of Islam in different parts of Africa. We will then analyze the social, political, economic, and cultural impact of Islam on African societies, the interaction between Islam and indigenous African institutions, the Islamic revolutions in the nineteenth century, the impact of European colonial rule on Muslim societies, and the development of Islam in the post-independence period. We will also examine how African Muslims reconstructed and asserted their religious identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms, and formal and informal religious festivals. By the end of the semester students should be able to appreciate Islam's common framework as well as its diversity and dynamics within that larger framework and over time.
Class Format: seminar Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25
Enrollment Preferences: lottery
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives HIST Group A Electives - Africa

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Kenda Mutongi

ARAB 305(S) Nationalism and Nation Building in the Middle East (D) Crosslistings: HIST 305/ARAB 305
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. Because this course is comparative in nature that utilizes theoretical frameworks to better understand cross-cultural interaction and because it focuses on the ways in which governments in the Middle East have used their power to legitimate their actions in the name of nationalism, this course fulfills the requirements of the Exploring Diversity Initiative (EDI).
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on several short papers and a "Magnus" Opus (a.k.a. final research paper) Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20-25 Enrollment Preferences: History majors and students with a background in Middle Eastern studies Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives HIST Group E Electives - Middle East

Spring 2016
LEC Section: 01 MWF 11:00 12:15 Instructor: Magnus Bernhardsson

ARAB 309 Introduction to Colloquial Arabic
This course will serve as an introduction to Iraqi Colloquial Arabic. We will focus on the Arabic of Baghdad, the most widely spoken dialect of Iraq and one that shares important similarities with Gulf Arabic as spoken in places such as Kuwait, the United Arab Emirates, and eastern Saudi Arabia. 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 will include task-based conversations, listening comprehension exercises, as well as oral presentations. In addition to the textbook, supplementary materials will also be used.
Class Format: seminar Requirements/Evaluation: 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, may be taken concurrently with ARAB 202 Enrollment Limit: 15 Expected Class Size: 10 Enrollment Preferences: Arabic Studies majors
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Olla Al-Shalchi

ARAB 310 Iraq and Iran in the Twentieth Century (D) Crosslistings: HIST 310/ARAB 310
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.

Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper Prerequisites: none; open to first-year students with instructors permission Enrollment Limit: none Expected Class Size: 20-40
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East

Not Offered Academic Year 2016

ARAB 311 The United States and the Middle East Crosslistings: HIST 311/ARAB 311
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.
Class Format: discussion Requirements/Evaluation: evaluation will be based on class participation, short papers and a final research paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: History and Arabic Studies majors
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East HIST Group F Electives - U.S. + Canada JWST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: Magnus Bernhardsson

ARAB 324 Contemporary Art of the African Diaspora Crosslistings: AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324
This course explores the visual arts of the contemporary African Diaspora from the Caribbean, Islamic Mediterranean, Europe, and the United States. The first half of the course examines art historical and anthropological theories utilized in analyses of global contemporary art. The second half of the course uses original works from WCMA's permanent collection and the exhibition Fathi Hassan: Migration of Signs to consider areas of convergence and divergence in the practices of artists from the Atlantic and Islamic worlds.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, response papers, and 10-12 page final paper Enrollment Limit: 10 Expected Class Size: 10 Distribution Notes: meets Division 1 requirement if registration is under COMP or ARTH; meets Division 2 requirement if registration is under AFR, ARAB or ANTH
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives ARTH Middle East, Asia and Africa Courses ARTH post-1600 Courses GBST African Studies Electives GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Maurita Poole

ARAB 332(F) Islamic Feminism Crosslistings: REL 332/WGSS 334/ARAB 332
This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses so such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.
Class Format: seminar Requirements/Evaluation: weekly responses, four 2- to 3-page essays Prerequisites: none Enrollment Limit: 15 Expected Class Size: 10 Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Saadia Yacoob

ARAB 346(S) Questioning the Cultural Self in Literature (D) (W) Crosslistings: COMP 346/ARAB 346
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 may 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*.
This course fulfills the Educational Diversity Initiative (EDI) because it integrates the comparative study of various cultures and societies, it directly addresses issues of power and privilege and it explores how "difference" is imagined and theorized.
Class Format: lecture/discussion Requirements/Evaluation: active class participation, two 3- to 5-page papers and a final 7- to 10-page paper Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Comparative Literature majors
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Armando Vargas

ARAB 397(F) Independent Study: Arabic
Class Format: independent study
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Gail Newman

ARAB 398(S) Independent Study: Arabic
Class Format: independent study
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Gail Newman

ARAB 401(F) Topics in Advanced Arabic
A continuation of Arabic 302, this course allows students to pursue more advanced topics in Modern Standard Arabic. Students will develop greater cultural literacy and improve reading, speaking, and writing skills by working with authentic materials produced in the Arab-speaking world, including written texts, visual materials, and other media. Topics will vary from year to year, but may include current events, cultural debates and literary queries. *Class is conducted in Arabic*.
Class Format: seminar Requirements/Evaluation: attendance and active class participation, completion of all written and oral assignments, quizzes, a midterm, and a final project Prerequisites: ARAB 302 or permission of instructor Enrollment Limit: 12 Expected Class Size: 4 Enrollment Preferences: none
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Armando Vargas

ARAB 409 Crescent, Cross, and Star. Religion and Politics in the Middle East (D) (W)
Crosslistings: HIST 409/ARAB 409/GBST 409
Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.
Class Format: seminar Requirements/Evaluation: class participation and a 25-page research paper Prerequisites: none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207 Enrollment Limit: 19 Expected Class Size: 12 Enrollment Preferences: History majors Distribution Notes: meets Division 2 requirement if registration is under ARAB Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives JWST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: Magnus Bernhardsson

ARAB 410 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W) Crosslistings: HIST 410/ARAB 410/JWST 410/REL 405
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.
Class Format: seminar Requirements/Evaluation: 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 HIST or courses on the Middle East Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: History majors, Jewish Studies concentrators, Arabic Studies majors, and other students with a strong background in Middle East studies Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern JWST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: Magnus Bernhardsson

ARAB 480T(F) Interpretations of the Israeli-Palestinian Conflict (D) (W) Crosslistings: HIST 480/ARAB 480
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).
Class Format: tutorial Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors as well as Arabic Studies majors and Jewish Studies concentrators Distribution Notes: meets Division 2 requirement if registration is under ARAB Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive

Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Core Electives

Fall 2015
TUT Section: T1 TBA Instructor: Magnus Bernhardsson

ARAB 493(F) Senior Thesis: Arabic Studies
Senior Thesis: Arabic Studies
Class Format: Independent thesis
Distributional Requirements: Division 1

Fall 2015
HON Section: 01 TBA Instructor: Gail Newman

ARAB 494(S) Senior Thesis: Arabic Studies
Senior Thesis: Arabic Studies
Class Format: Independent thesis
Distributional Requirements: Division 1

Spring 2016
HON Section: 01 TBA Instructor: Gail Newman

ART (Div. I)

Chair, Professor PETER LOW

Professors: ALI, EPPING, FILIPCZAK, GLIER*, GOTLIEB, HAXTHAUSEN, HEDREEN, JANG**, E. J. JOHNSON, L. JOHNSON LALEIAN***, LEVIN***, M. LEWIS, LOW, MCGOWAN, OCKMAN*, PODMORE, TAKENAGA, CHAVOYA, SOLUM. Assistant Professor: APOTSOS. Clark Visiting Professor: ROBERTS. Senior Lecturer: H. EDWARDS. Lecturers: B. BENEDICT, MURPHY. Lecturers in the Graduate Program in the History of Art: CLARKE, ENGLISH, P. PARK, SIMPSON. Visiting Lecturers:,HOWE, PEREZ. Visiting Assistant Professor: JACKSON

The Department offers students different paths to explore the vital connection between visuality and creativity. With courses of study in the History of Art and the Practice of Studio Art (or a combination of History and Practice), the Major is designed to train students to develop the technical, conceptual, critical, and historical tools they need to engage the visual world.

ADVISING

Majors are expected to discuss their choice of courses and path through the major with their advisor or another professor in the department. Official departmental advisors for each route through the major (listed here below) are available to field general questions concerning curriculum, requirements, and planning to study away.

Art History Faculty Advisor: Mark Haxthausen (Fall), Stefanie Solum (Spring)
Art Studio Faculty Advisor: Ed Epping (Fall), Barbara Takenaga (Spring)
History and Practice Faculty Advisors: Ben Benedict, E. J. Johnson

ART HISTORY

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.

Major Requirements (beginning with the Class of 2017)

ARTH 101-ARTH 102, and either ARTH 103 or ARTH 104
Any ARTS (studio) course
Any two courses in art history concerned with the following:
1) a period of art prior to 1600
2) a period of art after 1600
ARTH 301: Methods of Art History
One 400-level Seminar or 500-level Graduate Seminar (in addition this course may be used to satisfy the pre-1600 or post-1600 requirement)
One additional course, at any level

Major Requirements: (Class of 2016)

Any two of the following three foundational courses, ArtH 101, 102, or 103
Any studio class
Any three courses in art history concerned, respectively, with each of 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, or Africa
ArtH 301:Methods of Art History (must be taken by the end of the junior year unless abroad for the entirety of the junior year)
One 400 level Seminar or 500 level Graduate Seminar (in addition this course may be used to satisfy the pre1400, pre-1800, or art of the Middle East, Asia, or Africa requirement)
Any additional course at the 300, 400, or 500 level (in addition this course may be used to satisfy the pre-
1400, pre-1800 or the art of the Middle East, Asia, or Africa requirement)

The Art History major requires a minimum of nine courses.
The faculty encourages students to construct a major with historical depth and cultural breadth. The numbered sequence of courses is intended to develop knowledge and skills appropriate to students' level of experience, ultimately supporting original, independent work at the 400-level.

100-LEVEL COURSES require no experience in the subject. They are introductions to the field that develop students' skills in visual analysis, interpretation, and written expression and argumentation.
200-LEVEL COURSES are introductions to specific fields within art history, but normally open to students with no experience in art history. Often, there is a significant lecture component to the courses.
300-LEVEL COURSES focus more closely on specific art-historical problems, or present material in a tutorial format. The goal of these courses is to build skills needed for independent research and sustained analytical writing. Generally, there is a higher expectation of student participation or initiative, and longer and/or more frequent writing assignments. In the 300 level, students learn to work with and evaluate different types of sources, research tools, historical perspectives, and methodological approaches.
400-LEVEL COURSES are intensive discussion-oriented seminars that emphasize critical analysis and build toward student-initiated, independent work (oral presentations and sustained, analytical research papers). Advanced majors who have taken ArtH 301 are encouraged to work at the 400 or 500 level, and papers produced in these courses are normally the basis for the senior thesis.

ART STUDIO

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.

Major Requirements

ArtS 100: Drawing I
One art history course (preferably taken by the end of the junior year)
Three courses in *three different media* (ArtS 100 and tutorials do not satisfy this requirement)
One elected ArtS course
ArtS 319: Junior Seminar
Any *two* of the 300-level ArtS courses
or
One 300-level ArtS course *and* ArtS 418T: Senior Tutorial

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. An art history course provides part of the necessary background in the critical analysis of art. The 200-level ArtS courses provide opportunities to learn the elements of some of the principal visual arts media: 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

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. 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. (Note that the Art History and Studio Art Practice routes are strongly recommended for any prospective Art major who is contemplating graduate study in Art History or Art Studio.)

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 students who are admitted to the Senior Tutorial will participate in the senior studio exhibition at the end of the year.

Unlike the history or studio routes, acceptance into the History and Practice route is not automatic. The student must first submit a written application for the major. The application must include a thoughtful statement of the theme of the major that both 1) shows the coherence and integrity of the plan of study and 2) explains why the students' goals cannot be met in either history or studio. The application must include both the written statement and a list of proposed courses. The application must be submitted in two copies to advisors in both wings of the

department. If approved, the application and list of proposed courses must be submitted to the department secretary before registering for the major.

Major Requirements

ARTH 101 and one other 100 level ArtH course (class of 2016 only) Any *two* 100 –level ArtH courses)
ArtS 100: Drawing I
One 200-level ArtS course
ArtH 301Methods *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
Any four additional Art Studio or Art History courses. At least one elective must be taken in each wing of the department. (Class of 2016 only) 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).

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 Thesis 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 31 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 Thesis 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 Thesis 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 Thesis Seminar during drop-add period. The Thesis Seminar is to be taken in addition to the nine 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 ten courses. One of the ten 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. Studio faculty will provide feedback on the progress of the honors project 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 must be 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

The Art Department encourages students to travel during Winter Study, and to study abroad for a semester during the junior year. Students planning on studying abroad must: consult a departmental advisor, leave a copy of their Study Away Petition on file in the Department, and consider the required junior seminars (ArtH 301 and ArtS 319) that prepare students for the independent research and/or independent artistic production which is the focus of the senior year,

a. Art History majors must take 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 (and should consider taking the course as a second-semester sophomore). The Department does not pre-approve courses for the art history major, but will offer provisional credit for courses that appear to satisfy requirements for the major. Art history majors may satisfy no more than 3 requirements abroad (the ARTS requirement may be satisfied abroad only if the student is away for the full academic year. Student may not receive credit for 400-level work while abroad). Art history students should be aware that in many programs course selection is limited and is not known before one commits to the program. It may happen that none of the art history courses offered during the semester abroad satisfy distribution requirements for the major.
b. 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 these cases, they may take the required class in their sophomore or senior year). The Department does not grant pre-approval or provisional credit for study abroad courses; studio majors must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 1 requirement for the major can be taken per semester abroad (2 if one of the courses is in art history). Courses must be in fine arts fields to qualify for major credit. ArtS 319 and ArtS 418 cannot be fulfilled abroad
c. History and Practice majors must plan accordingly for their elected junior seminar. For art history courses taken abroad, history and practice majors can seek provisional credit for courses that appear to satisfy requirements for the major. No provisional credit is possible for studio courses; students must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 2 major requirements may be satisfied per semester while abroad (one in studio, one in history), with no more than 3 courses total. History and practice majors cannot satisfy ArtS 319 or any 400-level courses abroad.

ART HISTORY CLASSES

ARTH 101(F) Art Through Time

A year-long, team-taught introduction to European and North American art and architecture, this course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, exhibited, bought and sold, held, touched, worn, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course set its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. In the first semester (ArtH 101), we cover art and architecture from the beginning to approximately 1600. In the second semester (ArtH 102), we examine art and architecture from 1600 to today. To train students to look carefully at art, and to give them time with original works of art, we use the wealth of art resources in Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, the Williams College Museum of Art, and the Chapin Rare Book Library.
Class Format: lecture with discussion section Requirements/Evaluation: quizzes, midterm, two papers and a final exam Prerequisites: none Enrollment Limit: none Expected Class Size: 180 Extra Info: both semesters of ARTH 101-102, a hyphenated course, must be taken to receive course credit for either semester; students must take ARTH 101 before ARTH 102
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructors: Peter Low, Elizabeth McGowan, Stefanie Solum
LEC Section: 02 MWF 12:00 12:50 Instructors: Peter Low, Elizabeth McGowan, Stefanie Solum
CON Section: 03 T 09:55 11:10
CON Section: 04 T 11:20 12:35
CON Section: 05 T 01:10 02:25
CON Section: 06 T 02:35 03:50
CON Section: 07 W 08:30 09:35
CON Section: 08 W 01:10 02:25
CON Section: 09 W 02:35 03:50
CON Section: 10 R 08:30 09:45

CON Section: 11 R 09:55 11:10
CON Section: 12 R 11:20 12:35
CON Section: 13 R 01:10 02:25
CON Section: 14 R 02:35 03:50

ARTH 102(S) Art Through Time
A year-long, team-taught introduction to European and North American art and architecture, this course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, exhibited, bought and sold, held, touched, worn, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. In the first semester (ArtH 101), we cover art and architecture from the beginning to approximately 1600. In the second semester (ArtH 102), we examine art and architecture from 1600 to today. To train students to look carefully at art, and to give them time with original works of art, we use the wealth of art resources in Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, the Williams College Museum of Art, and the Chapin Rare Book Library.
Class Format: lecture with discussion section Requirements/Evaluation: quizzes, midterm, two papers and a final exam Prerequisites: none Enrollment Limit: none Expected Class Size: 180 Extra Info: both semesters of ARTH 101-102, a hyphenated course, must be taken to receive course credit for either semester; students must take ARTH 101 before ARTH 102
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructors: Zirka Filipczak, Marc Gotlieb, Catherine Howe, Michael Lewis
LEC Section: 02 MWF 12:00 12:50 Instructors: Zirka Filipczak, Marc Gotlieb, Catherine Howe, Michael Lewis
CON Section: 03 T 09:55 11:10
CON Section: 04 T 11:20 12:35
CON Section: 05 T 01:10 02:25
CON Section: 06 T 02:35 03:50
CON Section: 07 W 08:30 09:45
CON Section: 08 W 01:10 02:25
CON Section: 09 W 02:25 03:50
CON Section: 10 R 08:30 09:45
CON Section: 11 R 09:55 11:10
CON Section: 12 R 11:20 12:35
CON Section: 13 R 01:10 02:25
CON Section: 14 R 02:35 03:50

ARTH 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha (D)
Crosslistings: ARTH 103/ASST 103
This course introduces to students some of the most enduring masterpieces 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. It 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.
As an EDI course, its historical, visual, and thematic analyses will bear upon the interconnectedness not only among these three distinctively different cultures, but their respective interactions with the West.
Class Format: lecture Requirements/Evaluation: evaluation will be based on three 30- to 40-minute quizzes, two short papers, film screening and class attendance Prerequisites: none; highly recommended for first-year students Enrollment Limit: 35 Enrollment Preferences: none Dept. Notes: can be taken with either ARTH 101 or ARTH 102 as the foundational requirement for the Art History route to the major Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH Middle East, Asia and Africa Courses ASST Interdepartmental Electives GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Ju-Yu Jang

ARTH 104(F) Materials, Meanings, and Messages in the Arts of Africa and the Diaspora (D) Crosslistings: ARTH 104/AFR 105
This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions. This course fulfills EDI requirements through its exploration of the differences between concepts of art in African and Western traditions, and its focus on renovating historical biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs.
Class Format: lecture Requirements/Evaluation: four 2-page response papers, class journal, midterm exam, final exam or paper Prerequisites: none Expected Class Size: 25 Enrollment Preferences: lottery Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH post-1600 Courses

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Michelle Apotsos

ARTH 203 Chicana/o Film and Video (D) Crosslistings: LATS 203/ARTH 203/WGSS 203/AMST 205
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.Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the media, the course fulfills the Exploring Diversity Initiative's themes of critical theorization and power and privilege.
Class Format: film screenings will be scheduled as a lab Requirements/Evaluation: evaluation will be based on one short paper, mid-term exam, final exam and take home essays Prerequisites: none Enrollment Limit: 30 Expected Class Size: 20 Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ARTH post-1600 Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Not Offered Academic Year 2016
LEC Instructor: C. Ondine Chavoya

ARTH 205(S) Cinematography in the Digital Age (D) Crosslistings: ENGL 203/CSCI 205/ARTH 205
In this course we study the language of modern cinema as shaped by two forces. The first is the aesthetics of cinematography, as contributed by many cultures. The second is digital film production, which has proved both empowering and constraining. The modern filmmaker succeeds only through understanding both forces.
The structure of the course is similar to a writing workshop. We begin with close reading of isolated scenes from influential films, which we compare and critique in writing and discussion. We augment this with cinematic and image processing theory, solidified through experiments in Photoshop and Premiere that reveal how digital technology shapes a director's choices. We then create our own short scenes using these tools and consumer video recorders. We refine our film fragments in the context of group critique.
Topics covered include: framing and composition, pace, storyboarding, blocking, lighting, transitions, perspective, sensors, quantization, compression, visual effects, Internet streaming, and color spaces. Studied films include those by Georges Méliès, Stanley Kubrick, Joris Ivens, Barbara Kopple, Martin Scorsese, Sarah Polley, Orson Welles, David Lynch, Fritz Lang, Michael Haneke, Hayao Miyazaki, Spike Lee, Sophia Coppola, and Ken Burns. This course explores diversity through comparative study of how different cultures variously render similar themes, and through a larger investigation of film's ability to make audiences identify with potentially alien points of view.
Class Format: studio Requirements/Evaluation: video production activity, computational exercises in Photoshop, script and storyboarding exercises, participation in discussions, and essays 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: 36 Expected Class Size: 30 Enrollment Preferences: sophomores; Computer Science and English majors Distribution Notes: meets Division 1 requirement if registration is under ENGL or ARTH; meets Division 3 requirement if registration is under CSCI Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
STU Section: 01 TR 09:55 11:10 Instructors: Shawn Rosenheim, Morgan McGuire

ARTH 209 The Art and Archeology of Maya Civilization: A Marriage Made in Xibalba
Crosslistings: ANTH 219/ARTH 209
The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics and hieroglyphic writing system are well known worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of 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 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.
Class Format: lecture/discussion Requirements/Evaluation: midterm and final exams, hieroglyphic project, research paper Prerequisites: none, but an introductory ARTH or ANTH course recommended Enrollment Limit: none Expected Class Size: 16 Enrollment Preferences: Anthopology/Sociology and Art History majors Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ANTH
Distributional Requirements: Division 2
Other Attributes: ARTH pre-1400 Courses

Not Offered Academic Year 2016
LEC Instructor: Antonia Foias

ARTH 212 Distant Encounters: East Meets West in the Art of the European Middle Ages
This lecture course investigates the rich artistic consequences—in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts—of European contact with the Eastern Mediterranean between approximately 300 and 1450 AD. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. The course aims to survey artistic production within each of these different contexts of East-West encounter.
Class Format: lecture/discussion Requirements/Evaluation: two to three short papers, midterm, and final exam Prerequisites: none, but previous coursework in medieval art helpful (ARTH 101-102, 223, or 224) Enrollment Limit: 25 Expected Class Size: 25

Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives ARTH pre-1400 Courses ARTH pre-1800 Courses

Not Offered Academic Year 2016
LEC Instructor: Peter Low

ARTH 213 Greek Art and Myth Crosslistings: ARTH 213/CLAS 213
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 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 millenium 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, Aischylos, Sophokles, 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.
Class Format: lecture Requirements/Evaluation: two short papers, quiz, hour test, final exam, required fieldtrip to The Metropolitan Museum in New York Prerequisites: none
Enrollment Limit: 45 Expected Class Size: 45
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH pre-1600 Courses

Not Offered Academic Year 2016
LEC Instructor: Elizabeth McGowan

ARTH 216 Body of Evidence: Greek Sculpture and the Human Figure Crosslistings: ARTH 216/CLAS 216
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.
Class Format: lecture Requirements/Evaluation: two short papers, midterm, final exam
Prerequisites: none Enrollment Limit: 30 Expected Class Size: 25
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH pre-1600 Courses

Not Offered Academic Year 2016
LEC Instructor: Elizabeth McGowan

ARTH 217(S) African Art Against the State (D) Crosslistings: ARTH 217/AFR 219
Presented in conjunction with its partner exhibition *African Art Against the State* (to be curated by the instructor, WCMA, Spring 2016), this course will take students through the history of mediation, activism, protest, and resistance as it has unfolded within the arts of Africa from prehistory to the present. As an established mode of providing checks and balances to governing authorities in many African contexts, artistic production has provided a mouthpiece for individuals and groups to create agency within the political, social, cultural, and spiritual infrastructures of society. Thus, through an exploration of African themes and issues ranging from more context-specific concerns such as witchcraft and social control to more broad-based crises including the AIDS epidemic and apartheid, this course will delve into how the different visual vocabularies deployed in each situation have created a variety of persuasive and volatile artistic statements in Africa that underscore the adage that sometimes images speak louder than words. This course fulfills EDI requirements through its exploration of artistic modes of communication in Africa that draw on not only local visual methods but also national and even international repertoires towards creating communicative statements that are not only Afro-centric in nature but also global in scope and resonance. The course also investigates how African art forms have used these local, national, and even global artistic styles and vocabularies to address and respond to unequal power relationships that have been created specifically by interactions between societies in Africa and those abroad.
Class Format: lecture Requirements/Evaluation: four 2-page response papers, midterm exam, final exam or research paper Prerequisites: none Expected Class Size: 20
Enrollment Preferences: majors and concentrators Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH post-1600 Courses

Spring 2016
LEC Section: 01 TF 02:35 03:50 Instructor: Michelle Apotsos

ARTH 221(F) History of Photography
This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.
Class Format: lecture Requirements/Evaluation: one short paper, a 6- to 8-page paper, mid-term, and final exam Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Extra Info: not available for the fifth course option
Distributional Requirements: Division 1
Other Attributes: ARTH post-1600 Courses

Fall 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Catherine Howe

ARTH 222(F) Photography in/of the Middle East (D) Crosslistings: ARTH 222/ARAB 222
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.
Class Format: lecture Requirements/Evaluation: class participation, short papers, term project Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: permission of instructor Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH Middle East, Asia and Africa Courses ARTH post-1600 Courses

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Holly Edwards

ARTH 223 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
Crosslistings: AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356
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 and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.
Class Format: seminar Requirements/Evaluation: 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)
Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: none Dept. Notes: this course is part of the Gaudino Danger Initiative
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under ARTH, COMP or ENGL Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Rashida Braggs

ARTH 232(S) The Visual Culture of Renaissance Rome
George Eliot called Rome "the city of visible history"—a place with the power to bring "the past of a whole hemisphere" right before our eyes. The magnetic visual power of Rome did not just occur naturally, however; it is a product of a temporally vast urban project first envisioned by Renaissance popes, and brought into being by the artists and architects they hired. During the fifteenth and sixteenth centuries, Rome was transformed from a shrinking and neglected medieval town into a thriving center of artistic energy and invention. This course focuses on the historical, geographic, and ideological forces behind this period of renovation and restoration: forces that reshaped the urban fabric of the city while energizing the visual arts. The course will move toward the moment of the "High Renaissance" by examining its particularly Roman foundations. We will study monuments such as Michelangelo's Sistine Chapel, then, not simply as touchstones for the history of European art, but also as images capable of reflecting, and even constructing, a uniquely Roman sense of power, time, and historical destiny.
Class Format: lecture/discussion Requirements/Evaluation: midterm exam, final exam (or research paper), one short writing project, and one 7-page paper Prerequisites: none; open to Art majors as well as non-majors Enrollment Limit: 40
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1800 Courses ARTH pre-1600 Courses

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Stefanie Solum

ARTH 235(S) Roman Archaeology and Material Culture Crosslistings: CLAS 224/HIST 224/ANTH 235/ARTH 235
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm, and a final exam
Prerequisites: none Enrollment Limit: 40 Expected Class Size: 30 Enrollment Preferences: majors or prospective majors in Classics, History, Art History, and Anthropology
Distribution Notes: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST or ANTH

Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH pre-1600 Courses HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: Benjamin Rubin

ARTH 236(S) Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern Crosslistings: ARTH 236/CLAS 236/ENVI 236
This course traces the obscure history of demigods (satyrs, centaurs, nymphs, Pan, etc.) from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between the mythology of demigods and ancient political theory concerning primitive life; the relationship between the mythology and evolving conceptions of the environment, and the capacity of the visual arts to generate and transmit mythology that has a limited literary counterpart.
Individual demigods occasionally interact with gods or heroes, and end up in the pages of a book. But animal-human hybrids are usually envisioned en masse and exist primarily in visual art, where they thrive to this day. The interpretation of demigods has changed over time, keeping up with developments in ethics and evolving hierarchies of genre and taste. Demigods have been subordinated to the status of decoration, or banished altogether. In antiquity, they are hardly ornamental. Embodied in satyrs, nymphs, Pan, and the others is a collective vision of an alternate evolutionary trajectory and cultural history. In this parallel world, humans and animals not only talk to each other, they live similar lives, intermarry, and create new species. The distinction between nature and culture is not meaningful. Male and female are more or less equal. The industrial revolution never happens. How much of the ancient conceptual framework informing the representation of demigods survives along with the visual imagery? We will examine the origins and mythology of the demigods in works of ancient art, including sculpture and painted vases, such as the François vase and the Parthenon, and ancient texts, such as Hesiod's *Theogony* and Ovid's *Metamorphoses*. We will contextualize the representations within ancient intellectual history via texts ranging in genre from Old Comedy and political theory to theology, religious history, philosophy, and ethics (e. g., Aristophanes, Demokritos, and Lucretius). We will investigate the survival of the ancient myth of evolutionary alterity. This will include consideration of the imagery of fifteenth- and sixteenth-century Italian painters such as Piero di Cosimo, Dosso Dossi, and Titian, the reevaluation of nature by the Romantics, Nietzsches' *Birth of Tragedy* and twentieth-century artists such as Picasso. We will also explore the function of demigods in modern literature from C. S. Lewis and J. K. Rowling.
Students who have some knowledge of the history of art (e. g., ARTH 101-102) will be well prepared to take this course. But it is designed to be comprehensible and meaningful to students with no background in art history.
The requirements of the course include: attendance; preparing and answering questions for discussion; one midterm, one final exam, and one final paper.
Class Format: lecture Requirements/Evaluation: attendance, participation, midterm exam, final exam, final short research paper Prerequisites: none Enrollment Limit: 40 Expected Class Size: 30 Enrollment Preferences: Art-History majors, Classics majors, sophomores, lottery
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1600 Courses

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Guy Hedreen

ARTH 238 Greek Art and the Gods Crosslistings: ARTH 238/CLAS 248/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 Olympos, 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, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.
Class Format: lecture and discussion Requirements/Evaluation: midterm exam, final exam, final paper Prerequisites: none Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: 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 Dept. Notes: satisfies the pre-1400 requirement Distribution Notes: meets Division 1 requirement if registration is under ARTH and CLAS; meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH pre-1600 Courses

Not Offered Academic Year 2016
LEC Instructor: Guy Hedreen

ARTH 239 Envisioning Empire: Geography in the Graeco-Roman World (D)
Crosslistings: CLAS 341/HIST 341/ARTH 239
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 of implications geographical sources produced under the Roman Empire, including the *Res Gestae* of Augustus, Strabo's *Geography* and Tacitus' *Germania*. We will also look at maps and other visual representations of the Roman world, such as the personification groups depicted on the Roman imperial cult temples at Aphrodisias and Pisidian Antioch. Discussion will focus on 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.
Class Format: seminar/lecture/discussion Requirements/Evaluation: evaluation will be based on classroom performance; a midterm and one 12-15 page paper Prerequisites: none Enrollment Limit: 25 Enrollment Preferences: majors or prospective majors in Classics, Anthropology, and History Distribution Notes: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Benjamin Rubin

ARTH 244 City, Anti-City, and Utopia: Town Planning from 1500 to 1800
The Italian Renaissance gave us our modern conception of the ideal city, whose geometrically regular form was both symbol and instrument of a perfectly ordered society. This alluring notion has preoccupied artists and theorists from Michelangelo and Thomas More to Albrecht Dürer and Christopher Wren; it achieved tangible form in such new capitals as St. Petersburg and Washington, D.C. But the West has remained characteristically ambivalent about the city, especially in the United States, an ambivalence reflected in persistent attempts to decentralize the city (Frank Lloyd Wright), to beautify it (the City Beautiful Movement), reshape it (Urban Renewal) or abandon it (suburbanization). This course looks at the roots of those movements, and the development of urban and anti-urban thought from the Renaissance to the Industrial Revolution. Topics include Renaissance fortification design, the colonial cities of the New World, the picturesquely landscaped English garden, and the separatist societies that sought to create communal utopias in the wilderness.
Class Format: lecture Requirements/Evaluation: one paper (10-20 pages) and a simple design project, weekly study questions and a final exam (weighted respectively at 30, 20, 20, and 30% of the grade) Prerequisites: ARTH 101-102 Enrollment Limit: 45 Expected Class Size: 30 Enrollment Preferences: Art majors
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1800 Courses

Not Offered Academic Year 2016
LEC Instructor: Michael Lewis

ARTH 246 Do You See What I See?!
We are all citizens of global visual culture, subject to a daily assault of images, artifacts, information and experiences. What we see and how we make meaning from it all depends on many variables—who we are, where we are and what we choose to look at. It also depends on what tools we bring to bear. This class is an opportunity to assemble a useful tool kit for the challenging visual environments of the 21st century. Image study will be central as we wander freely in space and time, but the goal is not to master a body of canonical examples. Rather, we will consider different ways of seeing, and practice transferable skills of viewing diverse materials. The approach will be comparative and interrogative; case studies will range from coinage to painting, from advertising to monumental sculpture. Along the way, we will consider what "art" is, what a visual culture is, and how different visual cultures might overlap in the global arena. Students will look, sketch and write throughout the semester, thereby exploring the entire spectrum of visuality from production to reception.
Class Format: lecture/discussion Requirements/Evaluation: short writing assignments and class presentations Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: none
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Holly Edwards

ARTH 253 Art in the Age of the Revolution, 1760-1860 Crosslistings: ARTH 253/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 dramatic impact of the revolutions of 1789, 1830, and 1848, the monarchies and republics framing the Napoleonic Empire, the shift from history painting to scenes of everyday life, and landscape painting as an autonomous art form. We will also consider proscriptions and controversies in art-making and representation during this period.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.
Class Format: lecture Requirements/Evaluation: two-page position paper related to assigned readings, 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: two semesters of ARTH 101-102, 103 or permission of instructor Enrollment Limit: 30 Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Carol Ockman

ARTH 254(F) Manet to Matisse Crosslistings: ARTH 254/WGSS 254
A history of French painting from 1860 to 1900, beginning with the origins of modernism in the work of Manet.The course addresses vanguard movements such as Impressionism and Post-Impressionism and the styles of individual artists in artistic, social, and cultural context. The course also explores parallel developments in European painting, and the work of rear-guard artists opposed the emerging modernist tradition
Class Format: lecture Requirements/Evaluation: two page position paper related to assigned readings,hour test and final exam or research paper; a conference at the Clark Art Institute; a field trip to The Metropolitan Museum and MOMA may also be required
Enrollment Limit: 35 Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Other Attributes: ARTH post-1600 Courses

Fall 2015
LEC Section: 01 MW 11:00 12:15 Instructor: Marc Gotlieb

ARTH 257(F) Architecture 1700-1900
In the eighteenth and nineteenth centuries a new conception of architecture arose, based on archaeological discoveries, the development of new building materials, and convulsive social changes. This course looks at the major architectural movements of this period, and the theoretical ideas that shaped them. Topics include Neoclassicism, new building types, Victorian

Architecture, the development of the architectural profession, and Art Nouveau. Major architects to be discussed include Piranesi, John Soane, Schinkel, Pugin, and H.H. Richardson. When possible, primary sources will be used. Students will be given experience in reading plans and writing about buildings.
Class Format: lecture **Requirements/Evaluation:** one short paper and design project, midterm, final, and a field trip **Prerequisites:** ARTH 101-102 or permission of instructor
Enrollment Limit: 60
Distributional Requirements: Division 1
Other Attributes: ARTH post-1600 Courses SCST Related Courses

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Michael Lewis

ARTH 258 Latina/o Installation and Site-Specific Art **Crosslistings:** LATS 258/ARTH 258
This course will explore the various forms of installation and site-specific artworks created by Latina/o artists for both museums and public space. We will examine the ways in which Latina/o artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latina/o culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.
Class Format: lecture/discussion **Requirements/Evaluation:** two short papers, periodic research reports, final research paper, and presentation **Prerequisites:** LATS 105 or ARTH 101-102 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators and Art majors **Distribution Notes:** meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives LATS Core Electives

Not Offered Academic Year 2016
LEC Instructor: C. Ondine Chavoya

ARTH 259 Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World (D) **Crosslistings:** ARTH 259/AFR 259/ARAB 259
From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.
This course fulfills EDI requirements through its exploration of the cross-cultural strategies used by Islam to interact with, respond to, and manifest itself within established African expressive traditions.
Class Format: lecture **Requirements/Evaluation:** two reading response papers (2 pages each), a term paper (8-10 pages) with class presentation, a mid-term exam, and a final exam **Prerequisites:** none, although an introductory course in art history or Islamic studies would be useful **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** if the course is oversubscribed, preference will be given to students who have declared a major in Art History or Africana Studies **Distribution Notes:** meets Division 1 requirement if registration is under ARTH or ARAB; meets Division 2 requirement if registration is under AFR **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives ARTH Middle East, Asia and Africa Courses GBST African Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Michelle Apotsos

ARTH 260(S) Beyond Tonto: American Indians in Film (D) **Crosslistings:** AMST 257/HIST 357/ARTH 260/ENGL 260/COMP 273
In 1893, Thomas Edison unveiled the kinetoscope and allowed audience members to glimpse the Hopi Snake Dance by peeking into the device's viewing window. Since the birth of the motion picture, films portraying Native Americans (often with non-Native actors in redface) have drawn upon earlier frontier mythology, art, literature, and Wild West performances. These depictions in film have embedded romanticized and stereotyped ideas about American Indians in the imaginations of audiences throughout the United States and around the world. In this course, we will critically examine representations of American Indians in film, ranging from the origins of the motion picture industry to the works of contemporary Native filmmakers who challenge earlier paradigms. We will reflect upon revisionist narratives, the use of film as a form of activism, Indigenous aesthetics and storytelling techniques, reflexivity, and parody. Throughout the semester, we will view and discuss ethnographic, documentary, and narrative films. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will examine power relations, cross-cultural interaction, and Indigenous social experiences.
Class Format: seminar **Requirements/Evaluation:** attend evening film screenings each week; two short papers; and a 10-page final **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** American Studies majors **Distribution Notes:** meets Division 2 requirement if registration is under AMST or HIST; meets Division 1 requirement if registration is under ENGL, ARTH, or COMP **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Doug Kiel

ARTH 262(F) Architecture Since 1900
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.
Class Format: lecture **Requirements/Evaluation:** two hour tests and a design project including drawings and a written statement **Prerequisites:** ARTH 101-102 **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** juniors and sophomores **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1
Other Attributes: ARTH post-1600 Courses

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Eugene Johnson

ARTH 264(F) American Art and Architecture, 1600 to Present **Crosslistings:** ARTH 264/AMST 264
American art is often looked at as a provincial version of the real thing—i.e., European art—and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.
Class Format: lecture **Requirements/Evaluation:** 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam **Prerequisites:** ARTH 101-102 or permission of instructor
Enrollment Limit: 60 **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1600 Courses

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Michael Lewis

ARTH 265 Pop Art (W) **Crosslistings:** ARTH 265/AMST 265
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.
Class Format: lecture/discussion **Requirements/Evaluation:** two short response papers, oral presentation, and one final research paper **Prerequisites:** ARTH 102 **Enrollment Limit:** 16 **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives ARTH post-1600 Courses

Not Offered Academic Year 2016
LEC Instructor: C. Ondine Chavoya

ARTH 266 Twentieth-Century Russian Art and the Birth of Abstraction **Crosslistings:** RUSS 208/ARTH 266
Such revolutionary artistic movements as Cubo-Futurism, Suprematism, and Constructivism profoundly influenced the development of twentieth-century art throughout the Western world—just as the 1917 Russian Revolution upset the world's political balance. This course will investigate Russian art within a cultural framework and explore the relationship between artistic production and politics. We will begin with a brief overview of important developments in Russian art that prefigured the twentieth-century artistic revolution: the introduction of icons from Byzantium, the founding of St. Petersburg and the rise of Western-style portraiture, and the fin-de-siècle movements that united painting with music and ballet. However, the focus of the course will be 1910-1930, when radical innovation was the order of the day and revolutionary ideas sparked entirely new conceptions of art. We will then look at the Socialist Realist style of the Stalin era, Soviet dissident art and Moscow conceptualism, ending the semester with an exploration of current trends in post-Soviet Russian art.
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, weekly response papers; one 6- to 8-page paper and a final exam **Prerequisites:** none
Enrollment Limit: 19 **Expected Class Size:** 19
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Darra Goldstein

ARTH 270(S) Japanese Art and Culture (D) **Crosslistings:** ARTH 270/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. Course highlights include the transmission of Buddhism and its art to Japan; Zen Buddhism and its art (dry gardens; temples; and tea ceremony related art forms) in the context of samurai culture; the sex industry and kabuki theater, their art, and censorship; and the Western influences on Japanese art and culture and vice versa, (Japanese woodblock prints' impact on Impressionist and Post-Impressionist paintings, for example).
As an EDI course, this course also helps acquire skills in cultural critique, especially when considering the interconnectedness between Japan and other cultures, both Eastern and Western, throughout its history.
Class Format: lecture **Requirements/Evaluation:** three 30- to 40-minute quizzes, two short papers, film screening, class attendance **Prerequisites:** none **Enrollment Limit:** 35
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH Middle East, Asia and Africa Courses ASST Interdepartmental Electives GBST East Asian Studies Electives

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Ju-Yu Jang

ARTH 271(F) The Brazilian Avant-garde of the 1960s (D) (W) **Crosslistings:** ARTH 271/COMP 272
Experimental practices happening worldwide in the 1960s had extensive effects, sparking

debates still relevant in contemporary art. This course centers on the case study of Brazil to analyze its distinct contribution to postwar cultural developments and to the notion of the "avant-garde." Focusing on Brazilian artworks and films from the 1960s, we will go beyond the United States and Europe to complicate the canonical histories of the avant-garde and of contemporary art. We will begin with an introductory overview of the history of the notion of "avant-garde," to better understand what has been at stake, historically and politically, when artists and critics distinguished particular ideas and practices as being at the forefront of Art. We will then focus on the explosive moment that was Brazil in the 1960s—one of economic prosperity, cultural exuberance and increasing political repression, as a military dictatorship seized control of the country in 1964. This was a period of radical experimentation in the visual arts and in film, generating subversive works that remain touchstones for contemporary artists in Brazil and beyond. We will devote much of the course to close analyses of these works so as to define the strategies of this avant-garde and the deep cultural rifts it unleashed. No previous knowledge of art history or Brazilian history is required, and we will incorporate readings and discussions to establish context. This course meets two categories of the Exploring Diversity Initiative: we will attend to Empathetic
Understanding by situating ourselves within the cultural and political events that defined the volatile period of the 1960s in Brazil, so as to map the unique maneuvers of its avant-garde as it sought aesthetic and social renovation. The course also addresses Critical Theorization, using the Brazilian case to challenge the "map" created by the established histories and theories of the avant-garde and of artistic innovation after 1945¿for, it is crucial to look beyond Europe and the United States to have a richer understanding of the drastic shifts that permanently altered artistic practice in the
postwar era.
Class Format: lecture Requirements/Evaluation: three 3-page papers, two 5-page papers, weekly assignments Prerequisites: none Enrollment Limit: 19 Expected Class Size: 10-15 Enrollment Preferences: none Dept. Notes: meets post-1600 requisite for Art majors for class of 2017 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ARTH post-1600 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Mari Rodriguez

ARTH 274 Chinese Calligraphy: Theory and Practice Crosslistings: ARTH 274/ASST 274/ARTS 274
Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. 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. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as either an Art History or a Studio Art course.
Class Format: lecture/studio instruction Requirements/Evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening Prerequisites: none Enrollment Limit: 12 Dept. Notes: this course can count toward the Art History or Studio major
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH Middle East, Asia and Africa Courses ASST Interdepartmental Electives GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Ju-Yu Jang

ARTH 276 Chinese Art and Culture
This course surveys the arts of China, including painting, sculpture, ceramics, gardens, and other decorative arts. Topics covered will include the rise and development of Buddhist art; meanings and functions of landscape painting; gender construction in Chinese art; Western influence in Chinese art; and more. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. Visual analyses and thematic discussions will bear upon the interactions and interconnectedness between China and the West. This course also provides students with the vocabulary, techniques, and patterns of thinking needed for advanced art history courses.
Class Format: lecture Requirements/Evaluation: 3 exams; 2 short papers; film screening; class attendance Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25
Enrollment Preferences: none
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH Middle East, Asia and Africa Courses

Not Offered Academic Year 2016
LEC

ARTH 277(F) Twentieth Century Modern and Contemporary Art
This course will introduce students to modern and contemporary art from the turn of the twentieth century to the present. Though it will focus primarily on art in the United States and Europe, we will attend to more global concerns near the end of the semester. Organized more-or-less chronologically, we will explore the concept of the avant-garde, the development of different modes of abstraction, and the roles of photography, technology, and appropriation. We will explore the aesthetic, philosophical, and political motivations that shaped the crucial artistic movements of the twentieth century including Cubism, Dada, Surrealism, Abstract Expressionism, Pop Art, Minimalism, Conceptual Art, Performance Art and Postmodernism. By the end of the semester, students should be able to examine modern and contemporary works of art formally and critically, ground them firmly in cultural and political contexts, and have the intellectual tools to grapple confidently with even the most challenging works of modern and contemporary art.
Class Format: lecture Requirements/Evaluation: two papers, midterm, final Prerequisites: none Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: majors
Extra Info: not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Catherine Howe

ARTH 278 The Golden Road to Samarqand Crosslistings: ARTH 278/ARAB 278
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, a short paper, a midterm and a final Prerequisites: none Enrollment Limit: 20
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives ARTH Middle East, Asia and Africa Courses GBST Middle Eastern Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Holly Edwards

ARTH 283 The Great Library of Alexandria: Collecting and Connoisseurship in the Ancient World Crosslistings: CLAS 283/COMP 293/HIST 325/ARTH 283
During the early third century BCE, the Ptolemaic kings of Egypt built the Great Library of Alexandria to serve as a repository for all human knowledge. Such an audacious project of collection has rarely been attempted either before or since. At its height, the Great Library was reputed to house over 700,000 books from across the Greek world, as well as many translations of texts originally written in Latin, Hebrew, Egyptian, and even Sanskrit. Attracted by the vast stores of knowledge, scholars, artists, and poets flocked to the Great Library to create one of the most vibrant intellectual communities the world has ever known. In this course, we will examine the development and influence of the Great Library and its sister institution, the Mouseion (or "Museum") from a variety of cultural and historical perspectives. We will begin by exploring the political motives of the Ptolemaic kings and their reception of earlier traditions of collecting in the Greek and Near Eastern worlds. We will then turn to the intellectual and artistic activity at the Library itself, with special attention to the development of notions of connoisseurship and canon across various disciplines. Although implicated in the Ptolemies' political agenda, the scholars living and working in the Great Library were granted extraordinary freedom to pursue new ideas that transformed literature, science, and the arts forever. Readings will include selections from Theocritus' *Idylls*, Apollonius' *Argonautica* and Eratothenes' *Geography*. Finally, we will examine the legacy of the Great Library from the Roman empire to the present day, focusing particularly on how the concept of a universal archive has shaped the collecting practices of everything from modern art museums and Google Books to such governmental entities as the NSA. *All readings are in translation*.
Class Format: lecture Requirements/Evaluation: evaluation will be based on classroom performance, three response papers, one 12- to 15-page paper, and a midterm exam
Prerequisites: none Enrollment Limit: 30 Expected Class Size: 20 Enrollment Preferences: preference given to majors or prospective majors in Classics, History, and Comparative Literature Distribution Notes: meets Division 1 requirement if registration is under CLAS, COMP or ARTH; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Benjamin Rubin

ARTH 300T 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.
Class Format: tutorial; the semester will begin and end with a group meeting of everyone taking the tutorial Requirements/Evaluation: each week write a short paper or respond to the tutorial partner's paper Enrollment Limit: 10 Enrollment Preferences: preference to senior Art History majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARTH pre-1800 Courses

Not Offered Academic Year 2016
TUT Instructor: Zirka Filipczak

ARTH 301(F,S) Methods of Art History
This course on the methods and historiography of art history offers art-history majors an overview of the discipline since the late 18th century. The course surveys influential definitions of the discipline, the evolving tasks it has set itself, and the methods it has developed for implementing and executing them. 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: style and periodization; iconography, narratology, and phenomenology; the social functions of images and the social history of art; art and the material world; art, gender, and sexuality; and art as a global phenomenon.
Class Format: lecture and discussion Requirements/Evaluation: six short papers, one final paper, one short oral presentation, and class participation Prerequisites: ARTH 101-102 or equivalent Enrollment Limit: 25 Expected Class Size: 15-10 Enrollment Preferences: enrollment restricted to Art-History majors and required of them Dept. Notes: for spring: open to undergraduate Art majors only; graduate students may not enroll without permission of the department chair Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Guy Hedreen

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Mark Haxthausen

ARTH 302T(S) Architecture in Venice (W)
Independent for more than a millenium and the crossroads of trade between Europe and Asia, Venice created a unique architecture. The aqueous environment permitted the construction of a medieval city without walls, and the civil control enforced by the oligarchic government allowed

unfortified private dwellings. We will consider examples of the city's buildings, dating from the 1100s to the 1700s, such as Basilica of Saint Mark, Doge's Palace, Ca' d'Oro, Libreria di San Marco and Il Redentore.
Class Format: tutorial **Requirements/Evaluation:** weekly 3- to 5-page papers based on assigned readings **Prerequisites:** ARTH 101-102 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Art majors **Dept. Notes:** fulfills pre-1800 requirement (under the old rules) **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARTH pre-1800 Courses

Spring 2016
TUT Section: T1 TBA Instructor: Eugene Johnson

ARTH 308T(S) **African Art and the Western Museum (D) (W)** **Crosslistings:** ARTH 308/AFR 369
Presented in conjunction with the exhibition *African Art Against the State* (to be curated by the instructor, WCMA, Spring 2016), this tutorial will provide a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Using the exhibition *African Art Against the State* as a case study, students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in the space towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum. This tutorial fulfills EDI requirements through its exploration of issues of so-called 'authentic' representation, cultural capital, rights of seeing, the politics of representation, and the meaning of art as it applies to African artifacts displayed within the context of a Western art museum.
Class Format: tutorial **Requirements/Evaluation:** bi-monthly response papers (5 pages), bi-monthly peer response papers (2 pages), final presentation/exhibition critique (4 pages) **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** seniors and majors **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ARTH post-1600 Courses

Spring 2016
TUT Section: T1 TBA Instructor: Michelle Apotsos

ARTH 310(S) **An American Family and "Reality" Television (W)** **Crosslistings:** ARTH 310/WGSS 312/AMST 333/COMP 316
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television.
In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.
Class Format: seminar **Requirements/Evaluation:** class presentations, research assignments, and final 16- to 20-page research paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** junior majors, followed by senior majors **Distribution Notes:** meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives ARTH post-1600 Courses

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: C. Ondine Chavoya

ARTH 321T **Architecture of Louis I. Kahn (W)**
Louis Kahn (1905-74) was one of the most influential architects of the twentieth century. For some, his work has reached cult status. We will investigate critical writings about him, beginning with Vincent Scully's brief book of 1962 and ending with the most recent, a catalogue of the exhibition in 2012 of his work held at the Vitra Design Museum in Switzerland. We will study his own writings, some of his buildings (including a field trip to his two museums at Yale), and the film, *My Architect*, made by his son Nathaniel.
Class Format: tutorial **Requirements/Evaluation:** weekly short papers, meetings of the whole class at the beginning and end of the semester, and a one-day field trip **Prerequisites:** ARTH 101 and permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** senior and junior Art majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives

Not Offered Academic Year 2016
TUT Instructor: Eugene Johnson

ARTH 324 **Contemporary Art of the African Diaspora** **Crosslistings:** AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324
This course explores the visual arts of the contemporary African Diaspora from the Caribbean, Islamic Mediterranean, Europe, and the United States. The first half of the course examines art historical and anthropological theories utilized in analyses of global contemporary art. The second half of the course uses original works from WCMA's permanent collection and the exhibition Fathi Hassan: Migration of Signs to consider areas of convergence and divergence in the practices of artists from the Atlantic and Islamic worlds.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, response papers, and 10-12 page final paper **Enrollment Limit:** 10 **Expected Class Size:** 10 **Distribution Notes:** meets Division 1 requirement if registration is under COMP or ARTH; meets Division 2 requirement if registration is under AFR, ARAB or ANTH
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives ARTH Middle East, Asia and Africa Courses ARTH post-1600 Courses GBST African Studies Electives GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Maurita Poole

ARTH 327(F) **Acquiring Art: Selecting and Purchasing Objects For WCMA**
Crosslistings: ARTH 327/ECON 227/ARTH 557
How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.
Class Format: seminar **Requirements/Evaluation:** three papers of 10-15 pages each and class participation; student teams will make proposals for objects;each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy **Prerequisites:** ECON 110 or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ECON **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructors: Kevin Murphy, Stephen Sheppard

ARTH 330T **Michelangelo: Biography, Mythology, and the History of Art (W)**
One might argue that Michelangelo's enduring fame, and his preeminence in the western art historical canon, is as much a product of his artistic persona as his artistic achievement. Indeed, the modern notion of the visual artist as a brooding, even tortured genius of unstoppable creative force finds its roots in the Italian Renaissance. This is largely due to the singular figure of Michelangelo, whose life and career are more fully documented than those of any western artist to precede him. And Michelangelo's mythic individuality, alongside his artistic innovations and contributions, have made him a fundamental force in the shape of the history of art as we understand and study it today. Students of this tutorial will become well-acquainted with the life and work of Michelangelo through the examination of a wide variety of primary and secondary sources: contemporary Renaissance documents, letters, poetry, andbiographies; 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?
Class Format: tutorial **Requirements/Evaluation:** 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 **Prerequisites:** one ARTH course of any level; open to sophomores, juniors, and seniors **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** none **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARTH pre-1800 Courses

Not Offered Academic Year 2016
TUT Instructor: Stefanie Solum

ARTH 337 **Visual Politics (W)** **Crosslistings:** PSCI 337/ARTH 337
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 science and political theory. This seminar explores 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 wide variety of visual examples, we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may 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, film studies, psychoanalysis, affect theory, and cognitive science. Possible authors include Arendt, Azoulay, Bal, Barthes, Benjamin, Bruno, Buck-Morss, Butler, Clark, Connolly, Crimp, Deleuze, Elkins, Fanon, Foucault, Hobbes, Lacan, Merleau-Ponty, Mitchell, Mulvey, Noë, Plato, Rancière, Rogin, Scott, Sliwinski, Sontag.
Class Format: seminar **Requirements/Evaluation:** regular, engaged class participation and three 7- to 8-page papers **Prerequisites:** at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Political Science and Art History majors **Distribution Notes:** meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2 Writing Intensive

Other Attributes: AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Not Offered Academic Year 2016
SEM Instructor: Mark Reinhardt

ARTH 361T **Writing about Bodies (W)** **Crosslistings:** ARTH 361/INTR 361/WGSS 361
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 Scary 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.
Class Format: tutorial **Requirements/Evaluation:** 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 instructor; a writing sample that conveys the kind of subject you might be interested in pursuing **Enrollment Limit:** 10 **Expected Class Size:** 10 **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under INTR or WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives PERF Interdepartmental Electives

Not Offered Academic Year 2016
TUT Instructor: Carol Ockman

ARTH 400(F) **Clark Visiting Professor Seminar: Ottoman and Orientalist Visual Culture** **Crosslistings:** ARTH 500/ARTH 400
Jean-Léon Gérôme's famous painting, The Snake Charmer, at the Clark Art Institute will be our starting point for examining the connections between Ottoman and Orientalist visual culture in the modern period. Artists who were fascinated by the Near East (Gérôme, Ingres, Delacroix, Lewis, Renoir and Matisse) will be studied alongside Orientalist photography, international exhibitions, travel literature and film. This course encompasses diverse regional orientalisms (in Poland, Russia, Denmark, America and Australia) and the distinctive contribution of women artists. Western engagement with the Islamic world will be examined alongside contemporaneous Ottoman art, patronage and the visual culture of statecraft. We will consider Ottoman modernization as a context through which alternative images of the region were generated. The cultural and political significance of Orientalist visual culture will be critically analyzed through comparative study of French-trained Ottoman artists and their Orientalist mentors Gérôme and Boulanger.
Class Format: seminar **Requirements/Evaluation:** each student will write one short midterm paper and a longer concluding essay, as well as present a couple of readings to the class
Enrollment Limit: 16 **Expected Class Size:** 16 **Enrollment Preferences:** Graduate Prorgram students and then to senior Art History majors; places for 8 undergraduate [ARTH 400] and 8 graduate students [ARTH 500] assured; preference given to senior Art History majors and Graduate Program students **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 R 01:10 03:50 Instructor: Mary Roberts

ARTH 400(S) **Clark Visiting Professor Seminar: Global Histories of Nineteenth-Century Visual Culture** **Crosslistings:** ARTH 500/ARTH 400
In recent years there has been much debate about a global history of art, yet there is little consensus about what this would be. This course explores that conundrum through a focus on nineteenth-century visual culture. We will study diverse art forms, cultural agents and key terms by which this global visual history is to be conceptualized. Terms such as cosmopolitanism, transculturation and cultural exchange will be prioritized as a way to disrupt entrenched national frameworks by which visual culture of particular regions has often been circumscribed. The diverse roles the visual arts played in imperial and colonial networks will also be a focus for our inquiry. Despite renewed interest in nineteenth-century globalism the art historical conversation still tends to remain siloed within discrete geographic domains. In an effort to think across these divides our inquiry will range from the South Pacific, Australasia, the Americas, Europe, Africa to the near and far East.
Class Format: seminar **Requirements/Evaluation:** each student will write one short midterm paper and a longer concluding essay, as well as present a couple of readings to the class
Enrollment Limit: 16 **Expected Class Size:** 16 **Enrollment Preferences:** Graduate Program students and then to senior Art History majors; places for 8 undergraduate [ARTH 400] and 8 graduate students [ARTH 500] assured; preference given to senior Art History majors and Graduate Program students **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 R 01:10 03:50 Instructor: Mary Roberts

ARTH 402 **Monuments and The Art of Memorial**
The urge to commemorate individuals, heroic acts or historic events whether unspeakable or splendid is both human and timeless. This seminar will document and explore the concepts behind and the nature of monuments, both commemorative ones, and those that admonish or inform without commemorating a specific event or individual. Students will study and analyze monuments and memorials from the ancient Mediterranean (Egypt; Mycenae; Greece of the Archaic, Classical and Hellenistic periods; Imperial Rome) and chart their their influence on monuments in later history, especially those of the nineteenth and twentieth centuries. The current trend towards countermonuments, or anti-monuments, such as Maya Lin's Vietnam Veterans Memorial or the Gerzes' vanishing "Monument Against Fascism, War and Violence and For Peace and Human Rights" in Hamburg/Harburg will be discussed in light of the monumental tradition of combining word, image, and architecture to create memorials that will endure in both spatial and temporal terms. Ongoing discussions of Holocaust memorials and the problems inherent in the design of the monument for the WTC will also be addressed. More humble memorials, such as ephemeral installations, roadside shrines, and photographic assemblages will be included in the discourse concerning the concept of "monument" alongside topics such as historic buildings and National parks.
Class Format: seminar **Requirements/Evaluation:** participation in discussions, short response papers, two in-class presentations that provide material for a major term paper of 20-25 pages due at the end of the semester **Prerequisites:** ARTH 101-102 or permission of instructor; students of History and Anthropology are also encouraged to enroll **Enrollment Limit:** 14 **Dept. Notes:** satisfies pre-1400 or pre-1800 if the student pursues a research topic and term paper in those areas
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH pre-1600 Courses

Not Offered Academic Year 2016
SEM Instructor: Elizabeth McGowan

ARTH 404(F) **The Enemies of Impressionism, 1870-1900** **Crosslistings:** ARTH 552/ARTH 404
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.
Class Format: seminar **Requirements/Evaluation:** readings and research paper
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 12 **Enrollment Preferences:** Graduate program students then to senior Art History majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 T 10:00 12:40 Instructor: Marc Gotlieb

ARTH 405 **Seminar in Architectural Criticism (W)**
How does one judge a building? According to its structural efficiency or its aesthetic qualities? Its social responsibility—or just its pizzazz? Depending on the building, and the critic, any of these questions might be pertinent, or impertinent. This seminar explores architectural criticism, that curious genre between literature and architecture, and looks at its history, nature and function. We will read and discuss classic reviews by historical and contemporary critics as John Ruskin, Mariana van Rensselaer, Lewis Mumford, Ada Louise Huxtable and Herbert Muschamp. Insights gained from these discussions will be applied by students to writing their own reviews, which will likewise be discussed in class. Early assignments will concentrate on mechanics: how to describe a building vividly and accurately, how to balance description and interpretation judiciously, how to compare. Subsequent ones will be more synthetic, encouraging students to write bold, lively and critical essays. The ultimate goal is to develop a distinctive and effective voice, and to gain a better understanding of the nature of criticism in general.
Class Format: seminar **Requirements/Evaluation:** students will write and revise six papers (5-7 pages) during the semester **Prerequisites:** ARTH 101-102 and permission of instructor
Enrollment Limit: 11 **Enrollment Preferences:** junior Art History majors
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Space and Place Electives

Not Offered Academic Year 2016
SEM Instructor: Michael Lewis

ARTH 416 **Wright Writing (W)**
Frank Lloyd Wright (1867-1959) was one of the most influential architects of the twentieth century. Chapin Library, thanks to a generous gift from an alumnus, possesses an extraordinary collection of Wright material, including everything he ever published. The seminar will focus on his copious writings, which date from the late nineteenth century to the year of his death. We will investigate the writings in the context of his hundreds of architectural designs.
Class Format: seminar **Requirements/Evaluation:** class participation, three short papers presented orally and a final paper of approximately 20 pages **Prerequisites:** ARTH 101
Enrollment Limit: 12 **Expected Class Size:** 12 **Enrollment Preferences:** senior and junior Art majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1600 Courses

Not Offered Academic Year 2016
SEM Instructor: Eugene Johnson

ARTH 417(S) **Gender Construction in Chinese Art (D) (W)** **Crosslistings:** ARTH 417/ASST 417
"One is not born, but rather becomes a woman"—Simone de Beauvior
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 homsociality; 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' 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.
Class Format: seminar/discussion **Requirements/Evaluation:** a series of 2-3 page position papers; one 3-4 page 1st oral presentation write-up; one 4-5 page pre-focus/focus paper for exploring the final paper topic; 2 oral presentations; a 12-15 page final research paper; class discussions; class attendance **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Distribution Notes:** meets Division 1 requirement if registration is under ART;

meets Division 2 requirement if registration is under ASST **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH Middle East, Asia and Africa Courses

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Ju-Yu Jang

ARTH 419(F) Going to Ground: Considering Earth in the Arts of Africa (D) (W)
Crosslistings: ARTH 419/AFR 419/ENVI 419
Drawing its inspiration from the landmark exhibition *Earth Matters: Land as Material and Metaphor in the Arts of Africa* (National Museum of African Art, 2013), this seminar explores how earth has been conceptualized and integrated into African artistic thought as material, metaphor, geography, environment, and intervention, and how this interpretive flexibility has allowed it to become a symbol of power and presence in African art-making from prehistory to the present. The seminar will also focus on the ways in which earth has been used in contemporary art towards addressing the growing problems of pollution, unsustainable development, and the widespread depletion of earth-based natural resources in Africa. Over the course of this seminar, students will develop a knowledge base of earth-related issues that have been addressed in African artistic production, and engage with various cross-disciplinary methodologies to critically analyze the conceptual and aesthetic strategies deployed in these works. Students will also have the opportunity to interact with specialists from diverse disciplines and fields towards fleshing out their knowledge base. This course fulfills EDI requirements through its exploration of the effects of globalization and modernization on the African natural environment, and its engagement with diverse cultural legacies, socio-political systems, and economic realities on the continent as contributors to art-making strategies deployed by contemporary African environmental artists. Students will also explore the ways in which African artists have internalized the various conditions and situations of their contexts as individuals defined by gender, sexual orientation, religious affiliation, etc. as well as members of distinctive cultures and communities.
Class Format: seminar **Requirements/Evaluation:** four 2-page response papers, 2-page paper proposal, final paper (15 pages) with presentation **Prerequisites:** some coursework in ARTH and/or AFR would be useful **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** seniors and majors **Distribution Notes:** meets Division 1 requirement if registration is under ARTH or ENVI; meets Division 2 requirement if registration is under AFR **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ARTH Middle East, Asia and Africa Courses ARTH post-1600 Courses GBST African Studies Electives

Fall 2015
SEM Section: 01 T 01:10 03:50 Instructor: Michelle Apotsos

ARTH 422 Heaven's Gate: The Romanesque Sculpted Portal in Critical Perspective
During the course of the eleventh century, the designers of European churches 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. Often characterized as the "marquee of the Middle Ages," the Romanesque sculpted portal, with its startling juxtaposition of the spiritual and the physical, of ecstatic visions of the heavenly realm and writhing, biting monsters, constitutes one of the true high-points of medieval art. This seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its greatest manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and physical contexts. What role did this three-dimensional 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"?
Class Format: seminar **Requirements/Evaluation:** class discussion, class presentation, 15- to 20-page research paper **Prerequisites:** ARTH 101-102 or permission of instructor
Enrollment Limit: 14 **Enrollment Preferences:** Art majors
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses

Not Offered Academic Year 2016
SEM Instructor: Peter Low

ARTH 426 Pictures That Rocked the Nation: Courbet and Manet in Second Empire France (D) **Crosslistings:** ARTH 426/WGSS 426
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 (Homi Bhahba, T.J. Clark, Richard Dyer, Michael Fried, Tamar Garb, 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.
Class Format: seminar **Requirements/Evaluation:** weekly 1- to 2-page position papers; oral presentation and final research paper, 10-15 pages **Prerequisites:** ARTH 101-102 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** students with course work in French history or literature and/or Women's, Gender and Sexuality Studies **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH post-1600 Courses

Not Offered Academic Year 2016
SEM Instructor: Carol Ockman

ARTH 433(S) Michelangelo: Biography, Mythology, and the History of Art
Crosslistings: ARTH 433/ARTH 533
One might argue that Michelangelo's enduring fame, and his preeminence in the European art historical canon, is as much a product of his artistic persona as his artistic achievement. Indeed, the classic image of the artist as a brooding, tortured genius of unstoppable creative force finds its roots in the Italian Renaissance, and specifically in the fascinating biography - and mythology - of Michelangelo. With a life and career more fully documented than those of any western artist to precede him, Michelangelo provides the foundations for a triangulation of person-persona-artistic production that has a modern . But what are the limits of our knowledge, or the boundaries of interpretation? How might we approach the study of an artistic self when that self is, also, a work of art? In this course, students will become well-acquainted with the life and work of Michelangelo, giving critical attention to the connection between the man and his work. We will investigate, in particular, the practice of interpreting his work according to his philosophical outlook, political convictions, religious beliefs, sexual desire, and more. While this course will bring us deep into the life and work of a single artist, one of its goals is to generate ideas about the very act of biographically-based art historical interpretation. How can thinking carefully about Michelangelo reshape our own thinking about art historical practice?
Class Format: seminar **Requirements/Evaluation:** an oral presentation, a research paper, short response papers, and critical commentary on work of peers **Prerequisites:** ArtH 301 or permission of instructor (prerequisite for 400-level) **Enrollment Limit:** 18 **Enrollment Preferences:** equally given to senior Art majors and graduate students in the history of art
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1600 Courses

Spring 2016
SEM Section: 01 F 01:10 03:50 Instructor: Stefanie Solum

ARTH 451 Ideal Bodies: The Modern Nude and Its Dilemmas **Crosslistings:** ARTH 451/WGSS 451
Since the nineteenth century, the female nude has been so dominant that the very term "nude" has come to stand for the female body. This course looks at both male and female nudes from the time of the French revolution to the present in order to order how and why this gendering occurred. We will explore the ways in which certain types of bodies have been defined in opposition to the white western ideal, and thereby exoticized and marginalized. Our prime focus is the work of David, Ingres, Courbet, Gericault, Manet and Renoir but more popular nineteenth-century images as well as selected works by artists working in the twentieth and twenty-first centuries will be discussed.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on biweekly 1-page papers, short reports, an oral presentation and a 10- to 20-page paper **Prerequisites:** two semesters of ARTH 101-102-103; permission of instructor required **Enrollment Limit:** 12 **Enrollment Preferences:** junior and senior Art majors, Women's, Gender and Sexuality Studies majors, French majors, and History majors with a concentration in European studies. **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Carol Ockman

ARTH 462(F) Art of California: Pacific Standard Time (D) (W) **Crosslistings:** ARTH 462/AMST 462/LATS 462/ARTH 562
In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. This course fulfills the Exploring Diversity Initiative requirement as it offers students a comparative study of cultures and societies and provides various interdisciplinary perspectives on the art and visual culture of a specific region.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester **Prerequisites:** ARTH 102 **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST or LATS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1600 Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: C. Ondine Chavoya

ARTH 464 Latina/o Visual Culture: Histories, Identities, and Representation (D) (W)
Crosslistings: ARTH 464/LATS 464
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.

Class Format: seminar Requirements/Evaluation: 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 Class Size: 12 Enrollment Preferences: Latina/o Studies and Art History seniors and juniors Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives LATS 400-level Seminars

Not Offered Academic Year 2016
SEM Instructor: C. Ondine Chavoya

ARTH 469(F) Sol LeWitt: On the Wall Crosslistings: ARTH 569/ARTH 469
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.
Class Format: seminar Requirements/Evaluation: 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 Class Size: 14 Enrollment Preferences: senior Art History majors and Art History M.A. students Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 F 01:10 03:50 Instructor: Mark Haxthausen

ARTH 470(S) Image-making, Orientalism and Visual Culture (D)
Images enjoy extraordinary power in the spaces between self and other, human and divine. They play myriad roles-witness, surrogate, instigator, supplicant—and travel freely across political, religious and cultural boundaries. This course is about three regions-United States, France and the Persian sphere—and the images that mediate and document their interactions. Along the way, we will address important issues like iconoclasm and aniconism, common types like veiled women and pious men, and asymmetrical relationships like Orientalism. 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.
Class Format: seminar Requirements/Evaluation: students will give oral presentations and complete a semester-long project. Prerequisites: one ARTH class or permission of instructor Enrollment Limit: 12 Enrollment Preferences: Art majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: AMST Arts in Context Electives ARTH Middle East, Asia and Africa Courses ASST Interdepartmental Electives

Spring 2016
SEM Section: 01 R 01:10 03:50 Instructor: Holly Edwards

ARTH 494(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.
Class Format: seminar Requirements/Evaluation: 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 "The Degree with Honors in Art, Art History" Enrollment Limit: 10 Expected Class Size: 6 Enrollment Preferences: permission of instructor required Dept. Notes: does not satisfy the Art History seminar requirement Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Spring 2016
HON Section: 01 TBA Instructor: C. Ondine Chavoya

ARTH 497(F) Independent Study: Art History
Art History independent study.
Class Format: independent study
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Stefanie Solum

ARTH 498(S) Independent Study: Art History
Art History independent study.
Class Format: independent study
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Stefanie Solum

ART STUDIO COURSES
ARTS 100 Drawing I
Looking closely at the world is one of the great pleasures of living and drawing is a excellent way to find this happiness. In class and in weekly assignments, we will use a variety of media to describe objects, landscape, architecture and the human figure. Divided into sections on line, composition, proportion, value and space, the course is designed for those with no previous experience in drawing, but it is flexible enough to challenge experienced students.
Class Format: studio Requirements/Evaluation: evaluation is based on the following: successful application of new skills, participation in class, effort, development of concept, timeliness and attendance Prerequisites: none Enrollment Limit: 18 Expected Class Size: 18 Extra Info: may not be taken on a pass/fail basis Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Michael Glier

ARTS 100 Drawing I
This course is designed to introduce the fundamentals of drawing. A significant portion of class time will be devoted to learning some of the basics of drawing, such as line, gesture, composition, and value. Acquiring technical skill is an important goal of this class, and intensive weekly assignments are a significant part of that process.
Class Format: studio Requirements/Evaluation: evaluation will be based on the quality of work produced as well as successful completion of all assignments and attendance Prerequisites: none Enrollment Limit: 18 Expected Class Size: 18 Enrollment Preferences: none Extra Info: may not be taken on a pass/fail basis Materials/Lab Fee: lab fee TBD will be added to the student's term bill Distribution
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Frank Jackson

ARTS 100(F) 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.
Class Format: studio Requirements/Evaluation: evaluation will be based on the quality of work produced, successful completion of all assignments, and attendance Prerequisites: none Enrollment Limit: 18 Expected Class Size: 18 Enrollment Preferences: Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 TR 09:55 12:35 Instructor: Ed Epping

ARTS 100(F) 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.
Class Format: studio Requirements/Evaluation: evaluation will be based primarily on the quality of work produced as well as some attention to the student's progress Prerequisites: none Enrollment Limit: 18 Expected Class Size: 18 Enrollment Preferences: Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Fall 2015
STU Section: 02 M 07:00 09:40 Instructor: Steven Levin

ARTS 100(F) Drawing I
This course is designed to introduce students to perceptual, experiential and analytical moments associated with the language of drawing, and to do so in ways that offer the opportunity to see the world with greater clarity, and with a broader understanding of art and the visual language. This course provides technical skills associated with observational drawing, experiential moments with a variety of materials, and the opportunity for self expression and the communication of ideas. Each studio class blends drawing practices and exercises designed to further one's understanding of the language of drawing, and more broadly, offers a foundation for further study in the visual arts.
Class Format: studio Requirements/Evaluation: evaluation is based on individual critiques, a mid- term critique, a final portfolio submission, attendance, effort and participation. Prerequisites: none Enrollment Limit: 18 Expected Class Size: 18 Enrollment Preferences: Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Materials/Lab Fee: lab fee TBD will be added to the student's term bill Distribution
Distributional Requirements: Division 1

Fall 2015
STU Section: 03 W 01:10 03:50 Instructor: Frank Jackson

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 **Requirements/Evaluation:** evaluation will be based on the quality and quantity of work produced, depth and quality of investigative process, participation in critiques, and attendance **Prerequisites:** none **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students **Extra Info:** may not be taken on a pass/fail basis **Materials/Lab Fee:** lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 W 01:10 03:50 Instructor: Amy Podmore

Spring 2016
STU Section: 01 TBA Instructor: Frank Jackson

ARTS 101(F) **Artists Respond to Dangerous Times (D)** **Crosslistings:** ARTS 101/AMST 102
This introductory studio art course focuses on how contemporary time-based artists engage their historical moment. We will look at ways in which language, performance, and the moving image can be used to reckon with the forces that historical events and conditions press upon us as citizens, art makers, and living beings, and think about art-making as a dialogical social force that has the potential to press back. Students will develop their own video, performance, or written work in this vein. 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 a variety of work, including: Fiona Banner, Catherine Bigelow, Wafaa Bilal, Nao Bustamante, Paul Chan, Adam Curtis, Jean-Luc Godard, Danny Glover, Dara Greenwald, Sharon Hayes, Spike Lee, Zoe Leonard, Chris Marker, Alain Resnais, Anna Deveare Smith, Lisa Steele, Agnes Varda, The Yes Men, Haskell Wexler, and collectives including ACT UP, Pink Bloque, TVTV, and Occupy Wall Street. Readings will include work by Margaret Atwood, Jerome Bruner, Judith Butler, Gregg Bordowitz, Joan Didion, George Lipsitz, Chantal Mouffe, Paul Virilio, David Foster Wallace, among others.
Class Format: studio **Requirements/Evaluation:** students will produce three short videos, essayistic or fictional non-academic written works, or action/performance works; evaluation will be based primarily on these works and class participation **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** first-year and sophomore students **Distribution Notes:** meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ARTS **Materials/Lab Fee:** lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: AMST Arts in Context Electives

Fall 2015
STU Section: 01 T 01:10 03:50 Instructor: Stephen Winter

ARTS 107 **Creating Games (Q)** **Crosslistings:** CSCI 107/ARTS 107
The game is unique as the only broadly-successful interactive art form. Games communicate the experience of embodying a role by manipulating the player's own decisions, abstraction, and discrete planning. Those three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co-opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression. Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.
Class Format: lecture and studio **Requirements/Evaluation:** evaluation will be based on participation, studio work, and quizzes **Prerequisites:** none; no programming or game experience is assumed **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students **Dept. Notes:** not open to students who completed a Computer Science course numbered 136 or above; does not count toward the Art Major
Distribution Notes: meets Division 3 requirement if registration is under CSCI; meets Division 1 requirement if registration is under ARTS **Materials/Lab Fee:** lab fee of $25 will be added to the student's term bill
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Morgan McGuire

ARTS 110 **Skills** **Crosslistings:** DANC 102/ARTS 110
Skills is a physical training lab for dancers, actors, performance artists, and anyone interested in expanding their kinesthetic awareness, physical range, perceptual sensitivity, and ability to communicate and work with others in an embodied way. The course proposes that developing these skills has the potential to ignite, inform and/or complicate one's creative practice, social perspectives, and citizenship. The class provides students with the opportunity to moving and vocalizing on our own, with partners, and as a group. Combining these approaches allows us to examine how the attention, freedom, play, and curiosity of improvisation can illuminate set exercises, and how the specifications and limits of set work might inform and clarify our more open-ended practice. *Skills* draws from a variety of approaches including Yoga, Body Weather Laboratory, Contact Improvisation, Jazz Dance, Authentic Movement, Mindfulness Meditation, and the work of La Pocha Nostra, Deborah Hay, and d. Sabela Grimes. We will experiment with repetitive tasks, acts of physical and mental endurance, touch and trust, blind walks, heightening one's senses, and composing still and moving bodies in a variety of environments. Some reading will be given in order to contextualize our practices, and students will complete regular informal writing and a final collaborative project.
Class Format: studio **Requirements/Evaluation:** class participation, a weekly written response, and final experiential project **Prerequisites:** previous experience with movement, performance art, theater, and meditation may be useful, but no performing or dance experience is necessary **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** juniors and seniors; if over enrolled instructor may ask for statement of interest
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Hana van der Kolk

ARTS 114(S) **Art into Activism**
This introductory studio art class will examine how art has been and can be engaged with activist and political causes. Can art be created from social or political ideas? Is all political art merely propaganda? What makes a work "political"? What does artistic work that is topical, informed, and critical look like? In addition to looking at various works by contemporary artists and used in political movements, we will be working on weekly assignments that will introduce students to 2-D image making, video, and performance. This class is a hands-on studio class which will require hours outside the class working on projects.
Class Format: studio **Requirements/Evaluation:** evaluation based on projects, assignments, class participation, attendance **Prerequisites:** none **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** first-years and sophomores **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 M 07:00 09:40 Instructor: Laylah Ali

ARTS 200(S) **Costume Design** **Crosslistings:** THEA 305/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.
Class Format: studio **Requirements/Evaluation:** 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 **Prerequisites:** successful completion of any 200-level course in any of the fine or performing arts or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** Theater and Art Studio, sophomores and juniors **Dept. Notes:** does not satisfy any requirements for the Art major **Extra Info:** 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
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 MR 01:10 03:50 Instructor: Deborah Brothers

ARTS 201(F) **Worldbuilding: Staging and Design For The Theater** **Crosslistings:** THEA 201/ARTS 201
This course examines the designer's and director's creative processes as they work together to imagine the fictional worlds of theatrical productions. Over a series of practical projects in staging, mise-en-scene, and various design disciplines, we will develop 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 emphasis is placed on how design elements synthesize with one another and the work of the actors and director, to form the larger intellectual, emotional, and physical context of the work as a whole. Students will adopt various creative roles throughout a series of assigned projects, giving a broad exposure to the work of designers and directors. Basic presentation skills and technique, as well as methodologies for critical feedback, will be taught as crucial elements of staging and design development.
Class Format: studio **Requirements/Evaluation:** evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects **Prerequisites:** none **Enrollment Limit:** 14 **Expected Class Size:** 12 **Enrollment Preferences:** Theatre majors **Dept. Notes:** this course is a prerequisite for all upper-level design and directing courses; this course does not count toward the Art major
Materials/Lab Fee: materials and copying $125 to be added to the students' term bill
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 MW 11:00 12:15 Instructor: David Gurcay-Morris
LAB Section: 02 W 01:10 03:50 Instructor: David Gurcay-Morris

ARTS 206(F) **Color Digital Photography**
This course explores both the technical, aesthetic, and conceptual possibilities of color photography using digital cameras. This course is designed to introduce students to questions and considerations of the use of color in photography, and new questions surrounding the use of digital color. Students will create color photographs using digital cameras. Weekly assignments. Regular critiques will discuss student work and progress. Demonstrations and hands-on sessions will cover technical topics such as camera operation, proper image exposure, additive and subtractive color, digital workflow (including RAW files and Photoshop) and digital inkjet printing techniques. Lectures will provide historical context and an overview of traditional and contemporary artists working in color such as William Eggleston, Jeff Wall, David Benjamin Sherry, and Deana Lawson.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on photographic assignments, regular critiques, and a final portfolio of prints **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** majors, seniors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 TR 09:55 11:10 Instructor: Elle Perez

ARTS 207(S) **Black and White Digital Photography**
This course is concerned with the unique way that black and white photography informs an understanding of the formal underpinnings of photography. First debuting in 1975, digital photography is no longer a rupture in photographic technology; it is now a worldwide standard. By separating the tradition of black and white from the technology of the darkroom and bringing it into the digital lab, we can begin to explore what should be kept from photographic tradition as digital technology advances.
Students will create black and white photographs using digital cameras. Weekly assignments will guide the making of photographs that are unique to the SLR format while also exploring the benefits of digital technology on picture making. Regular critiques will discuss student work and progress. Technical topics such as camera operation, proper exposure, digital workflow (including Photoshop) and digital inkjet printing techniques will be discussed. Lectures will provide historical context and an overview of traditional and contemporary artists working in black and white such as Gary Winogrand, Diane Arbus, Claude Cahun, Katy Grannan, and Latoya Ruby Fraizer.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on photographic assignments, regular critiques, and a final portfolio of prints **Prerequisites:** none **Enrollment**

Limit: 12 Expected Class Size: 12 Enrollment Preferences: majors, seniors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 W 01:10 03:50 Instructor: Elle Perez

ARTS 211T 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.
Class Format: tutorial Requirements/Evaluation: portfolio, tutorial preparedness and participation Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Art majors Extra Info: may not be taken on a pass/fail basis
Materials/Lab Fee: TBA
Distributional Requirements: Division 1

Not Offered Academic Year 2016
TUT Instructor: Aida Laleian

ARTS 215 Sustainabuilding (verb)
Sustainability considerations figure prominently (and always have) in good building design. This architectural design studio will include instruction, research, and reading about current design and energy strategies. These lessons will be applied in two or more design problems. Drawings and models will be critiqued in class reviews with outside critics.
Class Format: studio Requirements/Evaluation: based on quality of design and presentation Prerequisites: none but ARTS 220 and/or ENVI 108 are recommended; permission of instructor is required; preregistration does not guarantee admission to the course Enrollment Limit: 12 Expected Class Size: 12 Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Ben Benedict

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.
Class Format: studio Requirements/Evaluation: evaluation will be based on quality of design, with improvement taken into account Prerequisites: ARTS 100; ARTH 101-102 strongly suggested; permission of instructor is required; registration does not guarantee admission to the course Enrollment Limit: 15 Expected Class Size: 15
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 F 01:10 03:50 Instructor: Ben Benedict

ARTS 221T Scenic Design and Experimental Performance Crosslistings: THEA 302/ARTS 221
The artistic, intellectual, and practical roles of a set designer vary widely, from the spectacle of Broadway to the do-it-yourself ingenuity of downtown theater. In contemporary experimental theater designers are essential parts of the ensemble, contributing equally to devised work alongside directors, writers, performers and dramaturgs. Design is not viewed as a response to the script, but rather an initial condition: a world whose creation describes the limits of the play while also providing the necessary components for that play to exist. In this way the act of designing and the act of devising can be seen as inextricably entwined—even interchangeable. This course explores a range of techniques and methodologies utilized to create stage environments in traditional and experimental modes. Grounded in textual analysis and research, and emphasizing process, critique, and revision, we will create theoretical stage designs in response to a variety of performance texts. These may include plays, musicals, operas, physical- and dance-theater, and other work that is deeply grounded in the physicality of performer, spectator and performance environment. Emphasis will be on sketching and model-making as the primary means for developing and communicating design ideas Drafting and digital tools will also be factors in course work, which will include training and mentorship in all materials and craft.
Class Format: tutorial Requirements/Evaluation: evaluation will be based upon committed class participation in discussion and critique, as well as thoughtful, timely completion of all assignments and projects Prerequisites: THEA 201 or permission of instructor Enrollment Limit: 10 Expected Class Size: 6 Enrollment Preferences: Theatre and Art majors Dept. Notes: this course does not count toward the Art major Extra Info: may not be taken on a pass/fail basis Materials/Lab Fee: lab fee of $125 to be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2016
TUT Instructor: David Gurcay-Morris

ARTS 230 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.
Class Format: studio Requirements/Evaluation: evaluation will be based on the quality of work produced, participation in class discussions and critiques, successful completion of all assignments and attendance Prerequisites: ARTS 100 Enrollment Limit: 15 Extra Info: may not be taken on a pass/fail basis Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Laylah Ali

ARTS 232(F) on:Location
This is a second-level drawing course that will select various locations in the Williamstown area as the subject matter. Our work will borrow from plein-air traditions, including work begun on-site that will then continue in the studio. The course is offered as encouragement to continue the student's drawing practice and may be taken for credit in addition to ArtS 230, Drawing II.
Class Format: studio Requirements/Evaluation: we meet 12-3:50 each Wednesday; the 12-12:50 conference presents resources + travel time; 1-3:50 working on location; additional work (on location/studio) required each week Prerequisites: ARTS 100 Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: sophomores, majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1
Other Attributes: AMST Space and Place Electives

Fall 2015
STU Section: 01 W 12:00 12:50 Instructor: Ed Epping
CON Section: 02 W 01:00 03:50 Instructor: Ed Epping

ARTS 241 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.
Class Format: workshop Requirements/Evaluation: weekly assignments Prerequisites: ARTS 100; ARTS 230 recommended Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: majors, sophomores, juniors, seniors Materials/Lab Fee: a lab fee of approximately $375 to be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Michael Glier

ARTS 241 Painting
This is a beginning course focused on the development of sound working methods for oil painting. In addition, the course begins the study of the relationship between formal and technical choices in painting and the resulting expressive content of the work. The primary course activities will be exercises in painting, technical demonstrations, and critiques. Assigned work for the class will consist of paintings to be done almost entirely outside of class meetings, requiring a commitment of at least eight hours of work each week outside of class times.
Class Format: studio Requirements/Evaluation: based largely on fulfillment of objectives, primarily technical, for each of the assigned work, some consideration will be given to attendance and to participation in critique Prerequisites: ARTS 100 Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: majors, sophomores, juniors, seniors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Steven Levin

ARTS 241(F) Painting
This course will offer an introduction to the concepts, materials, and techniques of painting in oil. Primarily through observational study, students will develop essential technical skills with an emphasis on color, value, surface, and space. Various ways of image-making will be explored and we will begin to consider issues of content and representation. Museum visits, slide presentations, and occasional readings will give us access to the conceptual and historical issues central to the language of painting.
Class Format: studio Requirements/Evaluation: evaluation will be based on attendance, participation in discussion and critiques, and the quality of work produced Prerequisites: Arts 100 Enrollment Limit: 15 Materials/Lab Fee: lab fee TBD will be added to student's term bill
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 W 10:00 12:50 Instructor: Beverly Acha

ARTS 241(S) 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.
Class Format: studio Requirements/Evaluation: evaluation will be based on the quality of work, investment of time, participation in critiques, and attendance Prerequisites: ARTS 100 Enrollment Limit: 14 Expected Class Size: 14 Enrollment Preferences: Art majors
Materials/Lab Fee: lab fee TBD will be added to student's term bill
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 M 01:10 03:50 Instructor: Barbara Takenaga

ARTS 250(S) Devised Performance Studio Crosslistings: THEA 350/ARTS 250
This course offers students a hands-on experience of devising new performance work as an ensemble. Through an examination of innovative, non-traditional models for performance creation used by contemporary theater and art collectives (including Théâtre du Soleil, Complicite, Nature Theatre of Oklahoma, Elevator Repair Service, Big Art Group, The Civilians, The T.E.A.M., and National Theater of the United States of America), this class will form its own unique structure for developing and producing a new theatrical performance. A major emphasis of the course will be on experiential education, which provides an invaluable opportunity to encounter firsthand the highly complex relationships present in collaborative creation. The course will also include guest classes with practitioners from the profession and other members of the Departments of Theater, Music, and Art, who can provide a fuller range of skills for the student ensemble to utilize during the devising process. Work-in-progress presentations spaced regularly throughout the semester will provide opportunities to receive feedback from small, invited audiences, as well as the opportunity to learn how to process and apply that critique to an ongoing creative process. At the end of the semester the accumulated work will have a public presentation in a workshop format.
Class Format: studio Requirements/Evaluation: participation, indiv. presentations, contribution to group work, self-evaluation Prerequisites: none Enrollment Limit: 14 Expected Class Size: 10 Enrollment Preferences: the instructors will balance the course by

level of prior theatrical experience **Extra Info:** students will contribute to the creation and presentation, by the group as a whole, of a newly devised performance piece
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 TF 01:10 03:50 David Gurcay-Morris

ARTS 252 The Human Image: Photographing People and Their Stories **Crosslistings:** INTR 252/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.
Class Format: studio/lecture **Requirements/Evaluation:** students will be expected a) to photograph extensively outside of scheduled class hours b) to participate in class discussion and in both oral and written critique, c) to present one paper, and d) to exhibit their work at the end of the semester **Prerequisites:** 200 level; students from all disciplines are welcome; previous photography experience is desirable, but not essential; permission of instructor is required **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** portfolio review; permission of the instructor **Materials/Lab Fee:** lab fee of $250 to be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Barry Goldstein

ARTS 253(F) Film Photography
Taught in the context of the art dept, the primary purpose of the course is to help students find an individual vision. An Introduction to B/W, still, film photography using both 35mm SLR cameras and 4x5 view cameras, provided by the art department. Students will learn how to process film and make silver 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.
Class Format: studio **Requirements/Evaluation:** based primarily on the quality of the photographic portfolio produce: technical & conceptual sophistication, demonstrated comprehension of the ideas contained in the assignments, and individual progress will determine the final grade **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** none
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 F 12:00 12:50 Instructor: Aida Laleian
CON Section: 02 TF 01:10 02:25 Instructor: Aida Laleian
CON Section: 03 TF 02:35 03:50 Instructor: Aida Laleian

ARTS 254 Digital Photography
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.
Class Format: studio **Requirements/Evaluation:** based primarily on the quality of the photographic portfolio produce. Technical and conceptual sophistication, as demonstrated by the comprehension of the ideas contained in the assignments, as well as individual progress will determine the final grade. **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** none **Extra Info:** students need NOT take both Arts 253 and 254
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Aida Laleian

ARTS 263(F) Printmaking: Intaglio and Relief
An introduction to printmaking through the process of intaglio and relief. Techniques will include drypoint, etching, and collagraphy. Monotypes, some color work, collage, and hand tinting will also be covered. Both technical skill and a strong conceptual basis will be emphasized in order to create finished fine art prints. Experimentation is encouraged. Class time will consist of studio work, demonstrations, lectures, critiques, and field trips.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on attendance, participation in class, and the quality of work produced **Prerequisites:** ARTS 100 or ARTS 103 **Enrollment Limit:** 15 **Materials/Lab Fee:** lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 T 09:55 12:35 Instructor: Beverly Acha

ARTS 264 Printmaking: Lithography
An introduction to printmaking through the process of lithography. Students will work on both stones and aluminum plates. Techniques will include traditional lithographic processes as well as monotyping, multiple plates, collage, and hand tinting. Both technical skill and a strong conceptual basis will be emphasized in order to create good, finished, fine art prints.
Class Format: studio work, demonstrations, lectures, critiques, and field trips **Requirements/Evaluation:** evaluation will be based on attendance, participation in class, and quality of work produced **Prerequisites:** ARTS 100 **Enrollment Limit:** 12 **Extra Info:** may not be taken on a pass/fail basis **Materials/Lab Fee:** lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Barbara Takenaga

ARTS 266(S) Low Tech Printmaking
This course will cover a variety of easy techniques to make multiple images, including xeroxing, linoleum plates, stenciling, collagraphs, and monotyping. Students will be encouraged to hand-color or add to the prints, incorporating drawing, painting, photography, bookmaking and collage. With less emphasis on complicated techniques, the focus of the course will be more upon form and content, investigating how the reproduction and serial nature of printmaking has an impact upon artmaking. There will be a minimum of five assignments during the semester and students are expected to work substantial hours outside of class.
Class Format: studio **Requirements/Evaluation:** evaluation will be based primarily on the quality of the finished work, as well as attendance in class and participation in critiques **Prerequisites:** ARTS 100 **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Art majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 T 09:55 12:35 Instructor: Barbara Takenaga

ARTS 267T Artists' Books
To celebrate Williams' year-long initiative of the "Book Unbound," Artists' Books (normally ARTS 364) will be offered as a 200 level tutorial for the first time. This course will investigate the processes and ideas associated with the making of works that are fine art books/objects, generally using visual images and/or text. For example, individual projects could include visual diaries, three-dimensional pop-up books, solely visual narratives, literary text/image collaborations, animated "flip" books, or sculptural books. Media options include painting, drawing, etching, lithography, relief printing, and photography as well as 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 small groups for critique of individual projects in the tutorial format—students are expected to give 20 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.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on student participation and the conceptual and technical quality of the work **Prerequisites:** any one of the following: ARTS 230, 241, 242, 257, 263, 264, or 266 **Enrollment Limit:** 9 **Enrollment Preferences:** Art majors **Extra Info:** may not be taken on a pass/fail basis **Materials/Lab Fee:** lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2016
TUT Instructor: Barbara Takenaga

ARTS 273(F) Sound Art, Public Music **Crosslistings:** MUS 175/ARTS 273
Western music performance traditionally occurs within contained spaces in which "performer" and "audience" adhere to designated locations and follow tacit scripts: seats/stage; applause/bows, etc. In recent years, traditional boundaries and scripts of performance and reception have moved into public spaces—from sound art installations to ambient music, from interactive sound sculpture to radio art to social media driven flash mobs. This course studies the work of pioneers in public music and sound art including Alvin Lucier, Bill Fontana, John Cage, Trimpin, Brian Eno and Gregory Whitehead, among others. The course will alternate between study and analysis of particular artistic strategies and the creation of site-specific works on and around the Williams campus.
Class Format: seminar **Requirements/Evaluation:** class participation, three short (2-4 page) essays, a response journal and the creation of four public music works **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 8 **Enrollment Preferences:** upperclass students
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Brad Wells

ARTS 274 Chinese Calligraphy: Theory and Practice **Crosslistings:** ARTH 274/ASST 274/ARTS 274
Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. 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. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as either an Art History or a Studio Art course.
Class Format: lecture/studio instruction **Requirements/Evaluation:** weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening **Prerequisites:** none **Enrollment Limit:** 12 **Dept. Notes:** this course can count toward the Art History or Studio major
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH Middle East, Asia and Africa Courses ASST Interdepartmental Electives GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Ju-Yu Jang

ARTS 275(F) Introduction to Sculpture
This course is an introduction to the media and processes of sculpture. The focus will be on the development of technical and analytical skills as they relate to the interplay of form, content, and materials. This section will introduce students to a variety of techniques and processes associated with the making of sculpture, including, but not limited to, woodworking and welding. Sculpture encompasses a broad scope of approaches and materials, therefore a wide variety of media exploration is encouraged and expected. This course is structured on a series of

sculpture projects, which investigate formal and conceptual practices, with the ultimate goal being visual fluency and successful expression of ideas. A substantial amount of time outside of class is expected to complete these projects.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the quality of work produced, depth and quality of the investigative process, participation in critiques, and attendance **Prerequisites:** any ARTS 100 class **Enrollment Limit:** 12 **Materials/Lab Fee:** lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 R 01:10 03:50 Instructor: Amy Podmore

ARTS 276 **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.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the quality of work produced, depth and quality of investigative process, participation in critiques, and attendance **Prerequisites:** ARTS 100 **Enrollment Limit:** 12 **Materials/Lab Fee:** lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Amy Podmore

ARTS 284 **Writing for Film, Video, and Performance (W)** **Crosslistings:** ARTS 284/THEA 284
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, essay films, and explore the use of language and syntax of these forms in relation to, and in contrast with, popular cultural forms. The second half of the course will focus primarily on narrative screenwriting. The main goal of this course is to identify and generate a thematic, tonal, and narrative sensibility that is specific to each student. Students will create monologues, voiceovers, screenplays and avant-garde forms, and will also write several response papers about the use of language in film, video, and performance.
Class Format: studio **Requirements/Evaluation:** grades will be based on in-class writing, weekly assignments, participation in workshop discussion and critiques, and video-sketches that visually demonstrate ideas generated through writing **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** students will be asked for writing samples
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
STU Instructor: Joshua Thorson

ARTS 288(S) **Video**
Video is an introduction to the moving image as a fine arts medium. The course will involve hands-on production as well as contemporary screenings and readings that demonstrate elements of the medium. The course will look specifically at performance, sound, exhibition context, documentary, high and low production values, appropriation, writing, and analysis. The course will introduce shooting and editing skills, including preproduction skills such as storyboarding and scripting, production skills such as directing, shot composition, lighting, and sound recording, and postproduction editing skills in a range of styles.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the technical and conceptual strength of the tapes, with consideration given to individual development
Enrollment Limit: 10 **Materials/Lab Fee:** $100-150 to be added to the student's term bill
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 T 01:10 03:50 Instructor: Liza Johnson

ARTS 302 **Experimental Choreography/Ways of Working** **Crosslistings:** DANC 302/ARTS 302
Conceptual and visual artists in Europe and the U.S. have long borrowed techniques and aesthetics from their contemporaries in dance and theater. In the 1960s the Judson Dance Theater and other dance makers often took cues from their colleagues in visual art and music. Today there is a renewed interest in the body and performance in gallery and museum contexts while at the same time the contemporary dance world is re-visiting interdisciplinary sensibilities and techniques, newly challenging how "dance" can be defined. Stillness and quotidian action are again being framed as choreography, dancers are using technology and materials to create visual and sonic products from their movements, obsessively repetitive actions and physical exhaustion and endurance, trends long popular in live art/performance, are being re-contextualized by choreographers and/or in traditional theatrical settings, dance and dancers are regularly performing outside of traditional theaters, and projects featuring humans moving in collaboration with urban and natural environments are commonplace.
Dismissing the need to determine weather or not a given performance is in fact dance, this course proposes the reclamation of the word choreography to include any movement (or stillness) of bodies in space and time. Expanding definitions of choreography, the class calls on compositional techniques from dance as well as strategies not traditionally considered for application to choreography. Through in-class experiential exercises, readings, video and performance viewing (of contemporary and historical work by well-known and lesser-known artists), discussion, and individual performance-making, the class will employ several interdisciplinary ways of inventing and organizing movement, a handful of approaches to how a maker transmits ideas to a performer, and a variety of examples of how and for what purpose an artist frames these particular actions and inactions in a given context. We will look at a number of works categorized within the field of dance, while also considering examples from live/performance art, conceptual practice, music/sound, installation and sculpture. Students will make several performances, working on their own as solo performers, as directors of group projects, and as a collaborative team of makers.
Class Format: studio **Requirements/Evaluation:** class participation, regular written and choreographic assignments, and final research/performance project **Prerequisites:** expierence in dance, theater, performance, video or literary arts **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** juniors and seniors; if over enrolled instructor may ask for statement of interest
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Hana van der Kolk

ARTS 303(F,S) **Contemporary Photography**
This course is an introduction to the issues and concerns of contemporary photography from 1975 to the present day. Recent advances in digital technology have created both new possibilities and challenges for photographers. With photography quickly becoming the most accessible mode of art-making, what does this mean for the future of the medium? What is a photograph in 2015? And where does instagram fit in to all of this?
In this course, students will be asked to use a wide variety of interpretive lenses to analyze the work of a diverse range of contemporary photographers, such as Lorna Simpson, Gregory Crewdson, Catherine Opie, Roe Ethridge, and more. Students will be required to respond to the content of the course both in writing and in photographs.The first half of the course will be spent making photographs that respond to assignments tailored to issues and themes presented. The second half of the semester will be devoted to the development of an individual project that culminates in a final portfolio of photographs.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on short written assignments, multiple photographic assignments, and a final portfolio project **Prerequisites:** Arts 254, 252, 253 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors, seniors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 M 01:10 03:50 Instructor: Elle Perez

Spring 2016
STU Section: 01 R 09:55 12:35 Instructor: Elle Perez

ARTS 310T **Appearance/Disappearance**
Appearance and disappearance are conditions that intuitively and intellectually link a subject to its surrounding environment. We are made aware of things appearing (or disappearing) by the degrees and kinds of contrasts exhibited by the subject (ideas or objects) in relation to its ground (ephemeral or material). The particular array of relationships between subject and ground constructs diverse kinds of evidence.
Intellectual inquiries have consistently determined, through different arguments and for different conclusions, the specificity and reliability of visible or invisible evidence. In any aggregate analysis, the sciences, art, philosophy, religion and social sciences have repeatedly encountered the significance of the subject as it appears or disappears. 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 use of camouflage to the drone-recorded sightings of friend and foe; 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.
Class Format: tutorial **Requirements/Evaluation:** the work of the term will be evaluated 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 **Prerequisites:** any one of the following: ARTS 230, 241, 242, 257, 263, or 264 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Studio Art majors who have completed in previous semesters the larger number of the prerequisites **Extra Info:** may not be taken on a pass/fail basis **Materials/Lab Fee:** lab fee TBD and automatically applied to student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2016
TUT Instructor: Ed Epping

ARTS 315(S) **Realisms: Courbet to Mumblecore**
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 Kiaorastami, 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.
Class Format: seminar **Requirements/Evaluation:** based on three short videos and occasional brief writing exercises **Prerequisites:** students that have taken a video course **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** open to Art majors and students who have taken another video course
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Liza Johnson

ARTS 319(F) **Junior Seminar**
The objectives of this intensive seminar for studio majors are, through weekly studio projects, to strengthen both creative and technical skills as well as analytical and critical abilities.

Class Format: seminar and studio workshop **Requirements/Evaluation:** 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, or permission of instructor **Enrollment Preferences:** enrollment is limited to studio art majors (or permission of instructor) **Dept. Notes:** Studio Art and Art History and Practice majors are required to take this course in the junior year unless studying abroad during the fall semester **Materials/Lab Fee:** lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 W 01:10 03:50 Instructor: Stephen Winter

ARTS 322T(F) The Empowered Object
The development of "found object" in the language of art has 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. 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.
Class Format: tutorial **Requirements/Evaluation:** evaluation is based on the conceptual and technical quality of the work, as well as the level of participation in the tutorial meetings **Prerequisites:** 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 Class Size:** 10 **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Materials/Lab Fee:** lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Fall 2015
TUT Section: T1 T 01:10 03:50 Instructor: Amy Podmore

ARTS 324(F) The Documentary Photography Project **Crosslistings:** ARTS 324/INTR 324
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, 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 and production of a print-on-demand book. Acceptance into the class requires strong technical competence, and a demonstrated ability to work independently and to commit to a long-term project. Participants should expect to spend significant time working off campus.
Class Format: studio **Requirements/Evaluation:** class attendance is mandatory; participation in class discussion and critiques 20 %; aesthetic and technical strengths of shooting exercises 20 %; aesthetic and technical strength of final project 60 % **Prerequisites:** ARTS/INTR 252 and permission of instructor **Enrollment Limit:** 8 **Expected Class Size:** 8 **Enrollment Preferences:** base on portfolio review **Distribution Notes:** meets Division 1 requirement if registration is under ARTS; meets Division 2 requirement if registration is under INTR **Materials/Lab Fee:** $200
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 M 07:00 09:40 Instructor: Barry 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. Visiting critics will discuss student work. The course is useful for students thinking of applying to graduate school in architecture.
Class Format: design studio, site visits, lectures, readings **Requirements/Evaluation:** evaluation will be based on quality of designs during the term **Prerequisites:** ARTS 220 or ARTS 215 **Enrollment Limit:** 15 **Expected Class Size:** 15 **Materials/Lab Fee:** lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Other Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2015
STU Section: 01 F 01:10 03:50 Instructor: Ben Benedict

ARTS 333T(S) Narrative Strategies **Crosslistings:** ARTS 333/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, Lorna Simpson, Joe Sacco, Lydia Davis, Raymond Pettibon, Todd Solondz, Sophie Calle, Jenny Holzer, and Omer Fast 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?
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.
Class Format: 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
Requirements/Evaluation: evaluation based on assignments, studio performance, class participation, and attendance **Prerequisites:** students are required to have taken at least two ARTS 200-level classes in any medium, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Art Studio majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Spring 2016
TUT Section: T1 M 01:10 03:50 Instructor: Laylah Ali

ARTS 344 Abstraction
The Clark Art Institute will open its new galleries with "Make It New", an exhibition of post-war, American abstract art. This exhibition will include 35 works by a diverse selection of artists including Jo Baer, Lynda Benglis, Sam Gilliam, Yayoi Kusama, Joan Mitchell, Barnett Newman, Jackson Pollock, Mark Rothko and Alma Thomas. This studio workshop for intermediate and advanced drawing, painting and sculpture students will use the exhibition as a source for studying the content and design principles that define the genre. Among the concepts to be explored are color theory, field composition, gestural painting and minimalism. Weekly assignments, including an oral presentation on an artist in the Clark exhibition, will be given over the first eight weeks of class. The final four weeks will be dedicated to independent projects. Short, informal responses to weekly readings are also required.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the quality of the visual projects, the oral presentation, the reading responses and the student's participation in class discussion **Prerequisites:** ARTS 230, or a 200-level painting class or a 200-level sculpture class, or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Studio Art majors, seniors, juniors, sophomores **Extra Info:** may not be taken on a pass/fail basis **Materials/Lab Fee:** a lab fee of approximately $275 to be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Michael Glier

ARTS 376(S) Sculpture Expanded
This course is designed to expand the definitions of sculpture by adding interdisciplinary solutions to the artistic ideas at hand. The class will be using a wide array of artistic practices towards developing three-dimensional spaces and emphasizing environmental or performative outcomes. Media such as video, drawing, painting, photography, architecture, as well as other artistic practices may be incorporated to create visual solutions to the projects. This is an upper level course focusing on developing one's artistic voice while simultaneously strengthening technical and analytical skills. A substantial amount of time outside of class is expected to complete these projects.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on the quality of work produced, depth and quality of the investigative process, participation in critiques, and attendance **Prerequisites:** ARTS 275 or any 200 level course in the media that will be incorporated or permission of instructor **Enrollment Limit:** 10 **Materials/Lab Fee:** lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 R 01:10 03:50 Instructor: Amy Podmore

ARTS 418(S) Senior Seminar
The purpose of the Senior Seminar is to strengthen ideas, develop formal skills and practice critical analysis while creating a body of artwork, the best of which will be exhibited at WCMA. Students may work in any medium in which they have developed a high degree of proficiency. The class will meet in large and small groups throughout the semester for critique and discussion and also have assigned readings and films. 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. Senior Art majors who wish to pursue a more structured course are encouraged to take a second 300-level tutorial instead of 418. Students are responsible for buying their own materials. Evaluation is based on the following: attendance, class participation, completion of all assignments, the quality of the portfolio at midterm and of the final portfolio.
Students need to schedule a meeting with the instructor to occur by the end of Winter Study. Any student who is off campus during WS, should schedule the meeting for the end of the fall semester. Students will receive a reminder about the meetings but should a student fail to schedule a meeting, s/he jeopardizes admission to the seminar.
Class Format: intensive studio art class **Requirements/Evaluation:** 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 **Prerequisites:** Studio Art major; permission of instructor is required for History and Practice majors **Enrollment Limit:** none **Dept. Notes:** 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 **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Materials/Lab Fee:** no lab fee, students are responsible for purchasing supplies
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 T 01:10 03:50 Instructor: Laylah Ali

ARTS 497(F) Independent Study: Art Studio
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.
Class Format: independent study **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
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Stefanie Solum

ARTS 498(S) Independent Study: Art Studio
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.
Class Format: independent study **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

Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Stefanie Solum

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 twelve courses for graduate credit plus two winter study periods, the latter comprising an international Study Trip in the first year (normally in January) (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 eight of the twelve courses must be graduate seminars. Included among them are four required of all students: ARTH 504,"Methods of Art History," to be taken during the first semester; ARTH 506, "Graduate Art History Writing Workshop" and ARTH 507, "Object 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 twelve 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 Post-Doctoral Teaching Fellow). 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 sessions 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 507 and 509. These 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.

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.

ARTH 500(F) Clark Visiting Professor Seminar: Ottoman and Orientalist Visual Culture Crosslistings: ARTH 500/ARTH 400
Jean-Léon Gérôme's famous painting, The Snake Charmer, at the Clark Art Institute will be our starting point for examining the connections between Ottoman and Orientalist visual culture in the modern period. Artists who were fascinated by the Near East (Gérôme, Ingres, Delacroix, Lewis, Renoir and Matisse) will be studied alongside Orientalist photography, international exhibitions, travel literature and film. This course encompasses diverse regional orientalisms (in Poland, Russia, Denmark, America and Australia) and the distinctive contribution of women artists. Western engagement with the Islamic world will be examined alongside contemporaneous Ottoman art, patronage and the visual culture of statecraft. We will consider Ottoman modernization as a context through which alternative images of the region were generated. The cultural and political significance of Orientalist visual culture will be critically analyzed through comparative study of French-trained Ottoman artists and their Orientalist mentors Gérôme and Boulanger.
Class Format: seminar Requirements/Evaluation: each student will write one short midterm paper and a longer concluding essay, as well as present a couple of readings to the class Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Graduate Prorgram students and then to senior Art History majors; places for 8 undergraduate [ARTH 400] and 8 graduate students [ARTH 500] assured; preference given to senior Art History majors and Graduate Program students Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 R 01:10 03:50 Instructor: Mary Roberts

ARTH 500(S) Clark Visiting Professor Seminar: Global Histories of Nineteenth-Century Visual Culture Crosslistings: ARTH 500/ARTH 400
In recent years there has been much debate about a global history of art, yet there is little consensus about what this would be. This course explores that conundrum through a focus on nineteenth-century visual culture. We will study diverse art forms, cultural agents and key terms by which this global visual history is to be conceptualized. Terms such as cosmopolitanism, transculturation and cultural exchange will be prioritized as a way to disrupt entrenched national frameworks by which visual culture of particular regions has often been circumscribed. The diverse roles the visual arts played in imperial and colonial networks will also be a focus for our inquiry. Despite renewed interest in nineteenth-century globalism the art historical conversation still tends to remain siloed within discrete geographic domains. In an effort to think across these divides our inquiry will range from the South Pacific, Australasia, the Americas, Europe, Africa to the near and far East.
Class Format: seminar Requirements/Evaluation: each student will write one short midterm paper and a longer concluding essay, as well as present a couple of readings to the class Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Graduate Program students and then to senior Art History majors; places for 8 undergraduate [ARTH 400] and 8 graduate students [ARTH 500] assured; preference given to senior Art History majors and Graduate Program students Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 R 01:10 03:50 Instructor: Mary Roberts

ARTH 501(S) Museums: History and Practice Crosslistings: ARTH 501/LEAD 301
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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on oral presentations as well as two research papers Enrollment Limit: 14 Enrollment Preferences: Graduate Program students then to senior Art History majors Dept. Notes: satisfies the seminar requirement for the undergraduate Art History major Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LEAD Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 T 02:10 04:50 Instructor: Michael Conforti

ARTH 502(S) History, Theory, and Techniques of Printmaking

This course will consider the history of prints in Europe and America from the fifteenth century through the 1920s. Focusing primarily on the holdings of the Clark, classes will be held in the new Manton Study Center for Works on Paper where students will view original works of art. Equal emphasis will be placed on primary literature, theoretical texts, and a careful understanding of printmaking processes. Media to be investigated include, among others, 15th-century woodcuts by Albrecht Dürer, drypoints by Rembrandt van Rijn, engravings by Philibert-Louis Debucourt, aquatints by Francesco Goya, lithographs by Édouard Manet, etchings by James McNeill Whistler, photo-mechanical processes like photogravure by artist Alfred Stieglitz, and color woodcuts by the German Expressionists. The rise and fall of various processes and practitioners will be explored from a socio-historical perspective, considering market, taste, and changing exhibition strategies. Additionally, consideration will be given to the status of the printmaker over the centuries as their roles shifted from professional to amateur and back again.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on involved class participation, several short presentations, one short paper, and a final paper of approx. 20 pages **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Graduate Program students and then to Art History majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 W 01:30 04:30 Instructor: Jay Clarke

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.
Class Format: seminar **Requirements/Evaluation:** 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 **Prerequisites:** none **Enrollment Limit:** 12 **Enrollment Preferences:** limited to and required of first-year students in the Graduate Program in the History of Art **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 T 01:10 03:50 Instructor: Michael Holly

ARTH 505(F) Shadows of Plato's Cave: Image, Screen, and Spectacle **Crosslistings:** PSCI 374/COMP 374/ARTH 505
In Book VII of the *Republic*, Socrates famously asks his interlocutors to picture people living in a cave, bound in chains and able to see only shadows on the wall. Thus begins the presentation of perhaps the most influential metaphor in the history of philosophy. One might even claim that when Plato deployed the metaphor in an extended allegory, he constituted the fields of both philosophy and political theory. In repeatedly examining the allegory over the centuries, later thinkers have elaborated their approaches not only to Plato but also to the nature of politics and the tasks of thinking. This class begins with the *Republic's* cave and other key Platonic discussions of appearances, visual representation, and (literal and metaphoric) seeing, asking how Plato's approaches to image, politics, and theory/philosophy shape each other. Building on those inquiries, we next take up important twentieth and twenty-first century returns to the cave, engaging such figures as Heidegger, Strauss, Arendt, Derrida, Irigaray, Rancière, and Badiou. Finally, we examine recent theories of screen and spectacle—read both for their resonances with and departures from debates over the Platonic legacy—and case studies in the politics of both military and racial spectacles in the U.S. The question of what is an image and what images do will run from the beginning of course to the end. Beyond the authors mentioned, readings may include such authors as Allen, Bruno, Clark, Debord, Friedberg, Goldsby, Joselit, Mitchell, Nightingale, Rodowick, Rogin, Silverman, and Virilio. Insofar as it fits student interest, we will also explore the cave's considerable presence in visual culture, ranging from Renaissance painting through such recent and contemporary artists as Kelley, Demand, Hirschhorn, Kapoor, Sugimoto, and Walker, to films such as *The Matrix*.
Class Format: seminar **Requirements/Evaluation:** regular glow posts and three 7-8 page essays or one 20 page final paper **Prerequisites:** one prior course in political theory, art history, cultural/literary theory, or philosophy or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** majors in political science, comparative literature, and art history, as well as students (up to 4) in the graduate program in art history **Dept. Notes:** meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under COMP **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses

Fall 2015
SEM Section: 01 M 07:00 09:40 Instructor: Mark Reinhardt

ARTH 506(S) An Expository Writing Workshop
A common and depressing consequence of too much education is how our writing tends to devolve, as the task of saying what we mean is complicated by new anxieties: trying to impress our potential employers, intimidate our competition, claim our place in an intellectual community, and generally avoid looking like fools. In many professions, bad prose tends to proliferate like some disgusting disease, as scholars, trying above all to avoid mistakes, become tentative, obscurantist, addicted to jargon, and desperate to imitate other bad writers. In this course we will try to relearn the basic skills of effective communication and adapt them to new and complicated purposes. In class we will go over weekly or bi-weekly writing assignments, but we will also look at the essays you are writing for your other courses, to give them an outward form that will best display their inner braininess. Among other things, I am a fiction writer, and part of my intention is to borrow the techniques of storytelling to dramatize your ideas successfully.
Class Format: seminar **Enrollment Limit:** 14 **Enrollment Preferences:** limited to and required of first-year students in the Graduate Program in the History of Art **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 M 01:10 03:50 Instructor: Paul Park

ARTH 507(F,S) Object Workshop
Meeting for six sessions over the semester, this workshop is designed to introduce first-year graduate students to technical, material, and connoisseurial perspectives relevant to the study and analysis of art objects. We will draw on local collections and expertise for our case studies.
Class Format: seminar **Requirements/Evaluation:** participation **Prerequisites:** none **Enrollment Preferences:** limited to and required of first-year students in the Graduate Program in the History of Art
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 T 04:00 06:00 Instructor: Marc Gotlieb

Spring 2016
SEM Section: 01 T 04:00 06:00 Instructor: Marc Gotlieb

ARTH 508(S) Art and Conservation: An Inquiry into History, Methods, and Materials
This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given. Exam scores will be weighed in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 25% of the final grade).
Class Format: slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions **Requirements/Evaluation:** 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 **Enrollment Preferences:** Graduate Program students then to senior Art History majors
Distributional Requirements: Division 1
Other Attributes: EXPE Experiential Education Courses

Spring 2016
SEM Section: 01 MR 06:30 08:30 Instructor: Thomas Branchick

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.
Class Format: symposium **Requirements/Evaluation:** each student will present three practice runs and a final oral presentation at the symposium **Prerequisites:** successful completion and acceptance of the Qualifying Paper **Dept. Notes:** limited to and required of second-year students in the Graduate Program in the History of Art
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 TBA Instructor: Marc Gotlieb

ARTH 533(S) Michelangelo: Biography, Mythology, and the History of Art
Crosslistings: ARTH 433/ARTH 533
One might argue that Michelangelo's enduring fame, and his preeminence in the European art historical canon, is as much a product of his artistic persona as his artistic achievement. Indeed, the classic image of the artist as a brooding, tortured genius of unstoppable creative force finds its roots in the Italian Renaissance, and specifically in the fascinating biography - and mythology - of Michelangelo. With a life and career more fully documented than those of any western artist to precede him, Michelangelo provides the foundations for a triangulation of person-persona-artistic production that has a modern . But what are the limits of our knowledge, or the boundaries of interpretation? How might we approach the study of an artistic self when that self is, also, a work of art? In this course, students will become well-acquainted with the life and work of Michelangelo, giving critical attention to the connection between the man and his work. We will investigate, in particular, the practice of interpreting his work according to his philosophical outlook, political convictions, religious beliefs, sexual desire, and more. While this course will bring us deep into the life and work of a single artist, one of its goals is to generate ideas about the very act of biographically-based art historical interpretation. How can thinking carefully about Michelangelo reshape our own thinking about art historical practice?
Class Format: seminar **Requirements/Evaluation:** an oral presentation, a research paper, short response papers, and critical commentary on work of peers **Prerequisites:** ArtH 301 or permission of instructor (prerequisite for 400-level) **Enrollment Limit:** 18 **Enrollment Preferences:** equally given to senior Art majors and graduate students in the history of art
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1600 Courses

Spring 2016
SEM Section: 01 F 01:10 03:50 Instructor: Stefanie Solum

ARTH 537(F) Renaissance Matter
The imagined cleave between "scientific" and "theoretica" art history has never seemed plausible to even the most extreme of art historians. In late medieval and Renaissance North Europe, artworks incorporated materials from all over the human and natural world — azurite, gold, paper, blood, ivory, ash, bone. This "stuff"— rather than any forms it might be fashioned into — held its own auratic charge. How are we to think about these various species of matter, about their various processes of transformation? How did changing philosophies and concepts of matter alter the concept of the artwork, particularly in globally-connected North Europe? What role (if any) was played by rediscovered antique texts about matter (Lucretius, etc.?) This seminar pivots on two questions: first, how did Renaissance artists and audiences understand the material constituents of their craft? And second, can we imagine an art-history of material today outside a rubric of blunt materialism? Material art history shouldn't mean shucking hermeneutics or criticality. After all, going back to Heraclitus, what could be more "philosophical" than matter itself?
At the same time, the "scientific" scrutiny of artworks — using X-rays, infrared scanning, radiographic photography, chemical analyses, and dendrochronology — has long been a particular fetish of the study of Northern Renaissance art. The insights onto the artistic process these methods offer are indisputable. Yet aside from verifying (or undermining) claims to age, authorship, or condition of old artworks, it remains extremely unclear to many scholars what

motives scientific examination — in many respects a solution without a clear problem — are addressing. Worse, such investigations often seem like advocacy for
inferences of artistic intention — a concept viewed with skepticism by many historians today. Theory's "return to the object" turn in art history (a maneuver, since the 1980s, often rooted in Northern artworks) has showed possibilities, but also limitations. Durability — the reigning dictate of many early objects — poses specific challenges to narratives privileging stories of rupture.
Topics include: alchemy, the studio, early atomistic theories, restoration, animation, authenticity, faktura, and "science."
Class Format: seminar **Requirements/Evaluation:** active participation, short presentations; final paper **Enrollment Limit:** 14 **Expected Class Size:** 14
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 R 10:00 12:40 Instructor: Christopher Heuer

ARTH 551(S) **Winslow Homer**
In this seminar we will explore the life and art of Winslow Homer (1836-1910). Paintings, prints, watercolors, and photographs in the collection of the Clark and the Williams College Museum of Art will focus our discussions and provide the basis for understanding Homer's art-making and his place within the art-culture of his day. A consideration of his subjects will necessarily intersect with many of the nation's most pressing issues during his era: the Civil War and Reconstruction; the rise of middleclass leisure; the relation of man to the environment.
Class Format: seminar **Requirements/Evaluation:** class discussion, weekly précis of the readings, two short papers, an oral presentation (and response to someone else's), and a final research paper (20-25 pages) **Enrollment Limit:** 14 **Expected Class Size:** 8-12
Enrollment Preferences: Graduate Program students and then to senior Art History majors
Dept. Notes: satisfies the seminar requirement for the undergraduate Art History major **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 F 10:00 12:40 Instructor: Marc Simpson

ARTH 552(F) **The Enemies of Impressionism, 1870-1900** **Crosslistings:** ARTH 552/ARTH 404
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.
Class Format: seminar **Requirements/Evaluation:** readings and research paper
Prerequisites: none **Enrollment Limit:** 14 **Expected Class Size:** 12 **Enrollment Preferences:** Graduate program students then to senior Art History majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 T 10:00 12:40 Instructor: Marc Gotlieb

ARTH 557(F) **Acquiring Art: Selecting and Purchasing Objects For WCMA**
Crosslistings: ARTH 327/ECON 227/ARTH 557
How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.
Class Format: seminar **Requirements/Evaluation:** three papers of 10-15 pages each and class participation; student teams will make proposals for objects;each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy
Prerequisites: ECON 110 or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ECON **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructors: Kevin Murphy, Stephen Sheppard

ARTH 562(F) **Art of California: Pacific Standard Time (D) (W)** **Crosslistings:** ARTH 462/AMST 462/LATS 462/ARTH 562
In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. This course fulfills the Exploring Diversity Initiative requirement as it offers students a comparative study of cultures and societies and provides various interdisciplinary perspectives on the art and visual culture of a specific region.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester **Prerequisites:** ARTH 102 **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST or LATS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1600 Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: C. Ondine Chavoya

ARTH 563(F,S) **Contemporary Curatorial Workshop**
Bi-weekly workshop for graduate students working on contemporary art and curatorial projects. Under the direction of the chair, students will present on-going curatorial projects, undertake studio and site visits, host local and visiting curators for presentations, and explore key topics in modern and contemporary art and curatorial practice.
Class Format: workshop, meets all year; graded on a pass/fail basis **Prerequisites:** graduate art students **Enrollment Limit:** 25 **Enrollment Preferences:** only open to graduate students
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 TBA Instructor: Marc Gotlieb

Spring 2016
SEM Section: 01 TBA Instructor: Marc Gotlieb

ARTH 567(F) **Time/Space/Place: Durational Art and Photography in Modern and Contemporary Art**
How does durational media (film, photography, performance, etc.) conceptualize time? This seminar sets out to examine and discuss temporalities in artistic production, focusing on duration, happening, ephemerality, memory, event, and contemporaneity. Organized as a series of case studies, this class will examine select performances, films, installation pieces, video, sculptures, and photographic practices that foreground issues of temporality and duration in modern and contemporary art. We will also consider practices that deliberately subvert these categories. What theoretical frameworks allow us to meaningfully engage questions of temporality in artistic practice? Key readings that will help us address this question are drawn from a diverse array of theorists, art historians, philosophers, and writers, including Marcel Proust, Henri Bergson, Gaston Bachelard, Claire Bishop, Miwon Kwon, Jacques Rancière, Rosalind Krauss, Chrissie Iles, and Pamela M. Lee.
Class Format: seminar **Requirements/Evaluation:** assignments will include short reader response essays that will be used as platforms for in-class discussions, and a longer, more thoroughly researched final paper **Enrollment Limit:** 14 **Expected Class Size:** 14
Enrollment Preferences: Graduate Program students and then senior Art History majors
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 W 10:00 12:40 Instructor: Kristen Oehlrich

ARTH 569(F) **Sol LeWitt: On the Wall** **Crosslistings:** ARTH 569/ARTH 469
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.
Class Format: seminar **Requirements/Evaluation:** 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 Class Size:** 14 **Enrollment Preferences:** senior Art History majors and Art History M.A. students **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 F 01:10 03:50 Instructor: Mark Haxthausen

ARTH 595(F) **Private Tutorial**
Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.
Class Format: tutorial
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Marc Gotlieb

ARTH 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.
Class Format: tutorial
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Marc Gotlieb

ARTH 597(F) **Undergraduate Lecture Course Taken for Graduate Credit**
Undergraduate Lecture Course Taken for Graduate Credit
Class Format: independent study
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Marc Gotlieb

ARTH 598(S) Undergraduate Lecture Course Taken for Graduate Credit
Undergraduate Lecture Course Taken for Graduate Credit
Class Format: independent study
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Marc Gotlieb

ASIAN AMERICAN STUDIES

Advisory Committee: Professors: Scott Wong (Coordinator), Dorothy Wang, Vincent Schleitwiler, Ji-Young Um

As an intellectual interdisciplinary field, Asian American Studies provides a valuable critique of American history, society, and culture by exploring its critical influence on the construction of American society and culture. Moreover, Asian American Studies provides a unique lens for understanding the United States as a whole. Through its development of different perspectives on class, gender, and race in the United States, Asian American Studies forces us to re-examine American society as well as the United States' ongoing military and economic links to Asia.

Clearly, the broad array of relevant classes in this field allows students to develop new critical, analytical, and investigative means for understanding American national narratives and the United States' rapidly changing ethnic makeup. The field covers a history of more than 150 years and encompasses such diverse academic disciplines as sociology, English, women's, gender, and sexuality studies, history, law, art, political science, and philosophy among other fields. A survey of Asian American Studies at Williams College includes courses spanning across the humanities and social sciences. Below is a list of suggested courses for students interested in establishing a foundation in this course of study at Williams College.

Core Course

AMST 215/ENGL 217/COMP 215 Experimental Asian American Writing
AMST 222/ENGL 289/ARTH 219 Asian American Visual Cultures
AMST 238/ENGL 238 Racial Formations and Transformations in America: 1945-Present
AMST 329 Cultures of War: U.S. Wars in Asia and American Culture
ENGL 219/AMST 219 Introduction to Asian American Literature
ENGL 246/AMST 246/COMP 245/AFR 246 Black Asia: From King Kong to Kung Fu and Beyond
ENGL 358/COMP 358/ASST 358 Impossible India: Modern South Asian Literature in English
HIST 284/AMST 284/ASST 284 Introduction to Asian American History
HIST 380 Comparative American Immigration History
HIST 384/ASST 384 Selected Topics in Asian American Studies
MUS 279 American Pop Orientalism

Related Courses

CHIN 223/ANTH 223 Ethnic Minorities in China: Past and Present
ENGL 115/COMP 115 Rumble in the Jungle: Major Postcolonial Writers and Movements
ENGL 206 We Aren't the World: Global Anglophone Literature in the 20th Century
ENGL 348/COMP 348 Postcolonial Theory and the World Literature Debates
ENGL 358/COMP 358/ASST 358 Impossible India: Modern South Asian Literature in English
ENGL 381/AMST 381/AFR 380/WGSS 381/COMP 381 Who's Afraid of Failure?
HIST 469/AMST 469 Notions of Race and Ethnicity in American Culture
LATS 206 Cycle of Socialization: Understanding Similarities, Bridging Differences
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
LATS 313/AMST 313/WGSS 313 Gender, Race, and the Power of Personal Aesthetics
LATS 409/AMST 411/WGSS 409 Transnationalism and Difference: Comparative Perspectives
PSCI 253/AFR 253 Comparative Race and Ethnic Politics
PSCI 318/AFR 318/SOC 318 Declining Significance of Race and Racism in U.S. Politics?
PSYC 341/WGSS 339 Stereotypes, Prejudice, and Discrimination
WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304 Queer of Color Critique: Race, Sex and Urban Life
WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322 Race, Gender, and Performance from Literature to Social Media

ASIAN STUDIES (Div. I & II, *see explanation below*)

Chair, Associate Professor Li Yu

Professors: C. CHANG, KAGAYA, KUBLER*, YAMAMOTO***. Associate Professors: NUGENT, YU. Visiting Lecturers: J. CHANG, HATAKEYAMA, LI. *Affiliated Faculty:* Professors: CRANE, DREYFUS, JANG**, JUST, W. A. SHEPPARD**, WONG. Associate Professors: C. BOLTON, CHAPMAN***, JOSEPHSON*, A. REINHARDT, SINIAWER*. Assistant Professor: KPADIA. Lecturer: GUTSCHOW. Language Fellows: C-Y CHANG, JIN.

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 unless otherwise noted 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 103, ASST 126, ASST 201, ASST 217, ASST 236, ASST 245, ASST 246T, ASST 248, ASST 250, ASST 256, ASST 391, or ASST 414. 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. 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. You can find general study away guidelines for Asian Studies here.

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.

ASST 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha (D)

Crosslistings: ARTH 103/ASST 103
This course introduces to students some of the most enduring masterpieces 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. It 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.
As an EDI course, its historical, visual, and thematic analyses will bear upon the interconnectedness not only among these three distinctively different cultures, but their respective interactions with the West.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on three 30- to 40-minute quizzes, two short papers, film screening and class attendance **Prerequisites:** none; highly recommended for first-year students **Enrollment Limit:** 35 **Enrollment Preferences:** none **Dept. Notes:** can be taken with either ARTH 101 or ARTH 102 as the foundational requirement for the Art History route to the major **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH Middle East, Asia and Africa Courses ASST Interdepartmental Electives GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Ju-Yu Jang

ASST 115(S) **The World of the Mongol Empire (W)** **Crosslistings:** HIST 115/ASST 115
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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a final research paper **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Anne Reinhardt

ASST 117(F) **Bombay/Mumbai: Making of a Modern Metropolis (W)** **Crosslistings:** HIST 117/ASST 117/GBST 117
Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo.
What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general?
This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis.
The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.
Class Format: seminar **Requirements/Evaluation:** assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper **Prerequisites:** first-year or sophomore standing **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** first-year students, then sophomores **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Aparna Kapadia

ASST 121T **The Two Koreas (W)** **Crosslistings:** HIST 121/ASST 121
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.
Class Format: tutorial **Requirements/Evaluation:** 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 will be responsible for offering an oral critique of their partner's work **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia

Not Offered Academic Year 2016
TUT Instructor: Eiko Siniawer

ASST 126(S) **Musics of Asia (D)** **Crosslistings:** MUS 112/ASST 126
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on four tests and two papers **Prerequisites:** none; no musical experience necessary **Enrollment Limit:** 25 **Expected Class Size:** 20 **Dept. Notes:** MUS Group A Electives—class of 2016 MUS World Music/Ethnomusicology—class of 2017 and beyond **Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under ASST
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ASST Interdepartmental Electives GBST East Asian Studies Electives MUS Group A Electives MUS World Music/Ethnomusicology

Spring 2016
LEC Section: 01 MW 11:00 12:15 Instructor: W. Anthony Sheppard

ASST 200 **History of the Book** **Crosslistings:** CLAS 200/ASST 200/HIST 392/REL 260/COMP 280
From ancient clay tablets, bamboo strips, and papyrus rolls to modern hardbacks, paperbacks, and e-readers, no object has so broadly and deeply represented the capacity for humans to create, preserve, and transmit knowledge, information, and ideas as the book. Books have been worshiped and condemned, circulated and censored, collected and destroyed. From works of art to ephemeral trash, they have been public and private, sacred and profane, magical and commonplace. Likewise, notions of the book have influenced every subsequent form of communication and transmission, whether we are browsing film and song "libraries" or "scrolling" down "pages" on the web. This course will explore aspects of the material, social, cultural, and intellectual history of the book, from the invention of the earliest writing systems through the modern development of digital media. Our inquiry will span the globe and the millennia, but we will pay special attention to the ancient and medieval Chinese, Greek, and Latin traditions and their enduring influence in the modern world. Topics will include orality and literacy, manuscript production, the invention and spread of printing, typography, reading culture, notions of authorship, libraries and collections, censorship, and the digital book. Through a variety of readings, hands-on exercises, and interactions with our abundant library resources, we will investigate how the changing form and function of the book interact across its long and diverse history. *All readings are in translation*.
Class Format: seminar **Requirements/Evaluation:** class participation, short written assignments, and a final project **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none **Distribution Notes:** meets Division 1 requirement if registration is under CLAS or COMP ; meets Division 2 requirement if registration is under ASST, HIST or REL
Distributional Requirements: Division 1
Other Attributes: HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM Instructor: Edan Dekel

ASST 208 **Afghanistan Post-Mortem** **Crosslistings:** ANTH 208/ASST 208/PSCI 220/GBST 208
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Over the next decade, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not defeat. This course examines the history of American involvement in Afghanistan, beginning in the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development, through the Soviet occupation and U.S. support for Islamist political parties in the 1980s, and continuing with the most recent abortive U.S. efforts at nation-building and social and political reform.
Class Format: seminar **Requirements/Evaluation:** grading will be determined by class participation, two short essays, and a 15-page research paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 15-20 **Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: David Edwards

ASST 212 **Transforming the "Middle Kingdom": China, 2000 BCE-1600 (D)**
Crosslistings: HIST 212/ASST 212
China expanded from scattered Neolithic settlements to become one of the world's most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the "early modern" seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquest of China proper by "barbarian" peoples, the composition of elites, and change in daily life, popular culture and China's place in the East Asian and world systems. 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.
Class Format: lecture/discussion **Requirements/Evaluation:** 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 Class Size:** 30-40
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST East Asian Studies Electives GBST Middle Eastern Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Anne Reinhardt

ASST 213(F) Modern China, 1600-Present (D) **Crosslistings:** HIST 213/ASST 213
Observers may be struck by the apparent contradictions of contemporary China: market reforms undertaken by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course will examine China's historical engagement with the modern world in order to gain perspective on our current views. It will cover the Qing (1644-1911) dynastic order, encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, the "other Chinas" of Taiwan and Hong Kong, economic liberalization, and globalization. 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.
Class Format: lecture/discussion **Requirements/Evaluation:** 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 Class Size:** 35-40
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Anne Reinhardt

ASST 217 Early Modern Japan **Crosslistings:** HIST 217/JAPN 217/ASST 217
Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 25-30
Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Eiko Siniawer

ASST 218 Modern Japan **Crosslistings:** HIST 218/JAPN 218/ASST 218
Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30 **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia

Not Offered Academic Year 2016
LEC Instructor: Eiko Siniawer

ASST 219 Japanese Culture and History from Courtiers to Samurai and Beyond (D)
Crosslistings: HIST 219/COMP 229/ASST 219/JAPN 219
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. Team 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response assignments, quizzes, one short paper (approximately seven pages), and a final exam **Prerequisites:** none; open to all **Enrollment Limit:** none
Expected Class Size: 30 **Enrollment Preferences:** students majoring or considering a major in a related field **Distribution Notes:** meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP or JAPN
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Eiko Siniawer

ASST 220(S) The Monkey King: Transformation of a Legend **Crosslistings:** COMP 219/ASST 220
The devious and irascible Monkey King, born of stone, defying all authority yet compelled to behave by a dubious Buddhist magic, is one of the most beloved figures in Chinese culture. This course will trace the transformation of the Monkey King legend from its origins in early representations of monkeys in folklore and a seventh-century Chinese monk's arduous journey to India in search of Buddhist learning, through its maturation in the sixteenth century, and into works of the Asian diaspora in the U.S. We will examine textual and visual representations of the Monkey King in popular culture, folklore, and literature, to explore topics including ideas about conformity and individual autonomy, morality and law, and the cultural negotiations necessitated by travel and contact with people (or monkeys) of other civilizations.
Class Format: seminar **Requirements/Evaluation:** 5 short (1-2 page) papers, a mid-term paper (4-5 pages), and a take-home final **Prerequisites:** none **Enrollment Limit:** 25
Expected Class Size: 12 **Enrollment Preferences:** comparative literature and asian studies majors **Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ASST **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Sarah Allen

ASST 221 The Making of Modern South Asia: 1750-1950 CE **Crosslistings:** HIST 221/ASST 221/GBST 221
This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan.
We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content.
One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20-25
Distributional Requirements: Division 2
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Not Offered Academic Year 2016
LEC Instructor: Aparna Kapadia

ASST 222(S) History and Society in India and South Asia: c. 2000 to 1700s CE
Crosslistings: HIST 220/ASST 222
This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the Indus Valley civilization to the end of the Mughal Empire and will address topics such the as the "discovery of India", the coming of the "Aryans", society and culture in the great epics like the *Ramayana*, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, response papers and presentation, 2 essays, a mid-term and a final exam **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20-25 **Enrollment Preferences:** none
Distributional Requirements: Division 2
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Aparna Kapadia

ASST 233 Spiritual Crossroads: Religious Life in Southeast Asia (D) **Crosslistings:** ANTH 233/ASST 233/REL 253
No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.
Class Format: seminar **Requirements/Evaluation:** midterm, short essays, term paper
Prerequisites: none; open to non-majors **Enrollment Limit:** 19 **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST South + Southeast Asia Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Peter Just

ASST 244(F) Mind and Persons in Indian Thought **Crosslistings:** REL 244/ASST 244
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.
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and participation, three short essays (6 pages) **Prerequisites:** prior exposure to Buddhism or philosophy, or permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 18
Enrollment Preferences: selection based on the basis of relevant background
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 M 07:00 09:40 Instructor: Georges Dreyfus

ASST 245(S) Nationalism in East Asia **Crosslistings:** PSCI 354/ASST 245/HIST 318
Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.
Class Format: lecture/discussion **Requirements/Evaluation:** two 5-page papers, class participation, final exam **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Political Science and Asian Studies majors
Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: George Crane

ASST 246T(F) India's Identities: Religion, Caste, and Gender (D) (W) **Crosslistings:** REL 246/ANTH 246/WGSS 246/ASST 246
This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions — Hindu/Muslim, rich/poor, high caste/outcaste, male/female? What are the historic roots and ongoing causes that produce structural violence around these axes of difference? We pay particular attention to key moments (Partition, communal riots in Gujarat in 2003, Hyderabad in 1990, Delhi in 1984), and places (Punjab, Bengal, Jammu &b Kashmir) for our analysis of how religion, gender, and caste intersect to produce a landscape of communal violence, social hierarchy, and fragmented subjectivity in India today. We are as interested in discourses and practices that shore up these binaries as well as the third terms that attempt to transcend or diffuse them. For instance, we look at hoe Buddhism is and is not a middle path between Hindu/Muslim conflict in Indian Kashmir and how a third sex is and is not a middle term that transcends the gender binary of male/female. Our course readings include ethnographic, sociological, and historical analyses, oral histories, and more popular media that attempt to explain India's diverse and fragmented society. This course fulfills the Exploring Diversity Initiative by theorizing the ways that difference has been used to effect profound historical, social, and individual changes in India.
Class Format: tutorial **Requirements/Evaluation:** weekly writing assignments and tutorial attendance every week **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2015
TUT Section: T1 TBA Instructor: Kim Gutschow

ASST 247 Tibetan Civilization (D) **Crosslistings:** REL 245/ASST 247
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 Tibetan cultural and the tragic cross-cultural misunderstandings that threaten its integrity, is part of the Exploring Diversity Initiative.
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and participation, three 6-page essays **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 30
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASST Interdepartmental Electives GBST South + Southeast Asia Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Georges Dreyfus

ASST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) (W)
Crosslistings: REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248
This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions—-India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam—-as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross-cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.
Class Format: seminar **Requirements/Evaluation:** the course has weekly writing, more than 20 pages total, and there is student-faculty feedback every week including a week dedicated to a one-one writing feedback session between student and instructor **Prerequisites:** none
Enrollment Limit: 19 **Expected Class Size:** 19 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health PHLH Reproductive, Maternal and Child Health WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
SEM Instructor: Kim Gutschow

ASST 250 Scholars, Saints and Immortals: Virtue Ethics in East Asia (D) **Crosslistings:** REL 250/ASST 250
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.
Class Format: lecture/discussion **Requirements/Evaluation:** active participation, short writing assignments, midterm, and a take-home final exam **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** Religious Studies and Asian Studies majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Jason Josephson

ASST 251 Zen Buddhism: History and Historiography **Crosslistings:** REL 251/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.*
Class Format: lecture/discussion **Requirements/Evaluation:** participation in class discussion, short response papers (2-3 pages), a mid term exam, and a take-home final exam **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** Religion and Asian Studies majors
Distributional Requirements: Division 2
Other Attributes: ASST Interdepartmental Electives GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Jason Josephson

ASST 255(S) Buddhism: Ideas and Practices **Crosslistings:** REL 255/ASST 255/ANTH 255
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 examining 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 shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, 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 a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and active participation; two essays **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none
Distributional Requirements: Division 2

Spring 2016
LEC Section: 01 MWF 08:30 09:45 Instructor: Georges Dreyfus

ASST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (D) (W) Crosslistings: REL 256/WGSS 256/ANTH 256/ASST 256
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.
Class Format: seminar **Requirements/Evaluation:** two midterm papers, weekly GLOW participation, final research papers, and class participation **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Stdies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ASST Interdepartmental Electives GBST East Asian Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
SEM Instructor: Kim Gutschow

ASST 274 Chinese Calligraphy: Theory and Practice Crosslistings: ARTH 274/ASST 274/ARTS 274
Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. 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. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and those whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as either an Art History or a Studio Art course.
Class Format: lecture/studio instruction **Requirements/Evaluation:** weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening **Prerequisites:** none **Enrollment Limit:** 12 **Dept. Notes:** this course can count toward the Art History or Studio major
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH Middle East, Asia and Africa Courses ASST Interdepartmental Electives GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Ju-Yu Jang

ASST 284(F) Introduction to Asian American History (D) Crosslistings: HIST 284/AMST 284/ASST 284
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."
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on four 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 Class Size:** 30
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses HIST Group F Electives - U.S. + Canada

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Scott Wong

ASST 313(S) The People's Republic: China since 1949 Crosslistings: HIST 313/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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on active class participation, several short papers and a final research paper **Prerequisites:** none (HIST 213 recommended) **Enrollment Limit:** 25 **Expected Class Size:** 12-20 **Enrollment Preferences:** junior and senior History and Asian Studies majors **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: HIST Group B Electives - Asia

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Anne Reinhardt

ASST 318 Law and Family in South Asia: Post-Colonial Dilemmas Crosslistings: ANTH 220/ASST 318/GBST 220
The American press frequently depicts countries like India and Pakistan as in the grip of lawless, anachronistic beliefs about how to organize family life. Such beliefs are blamed for "tribal" violence in Pakistan's Frontier Regions, for dowry disputes in north India and for the persistence of corrupt dynasties in leading political parties. Yet these beliefs and practices aren't in fact old-fashioned or lawless, and many of them result from South Asia's unique historical position as a former British colony. In this class, we will use ethnographic and historical research to examine what law and kinship can teach us about how the past shapes the present in post-colonial South Asia. In particular, we'll examine how a perspective that seriously considers law and kinship can help us better understand contemporary dilemmas in South Asia, ranging from controversy over women's right to inherit property, to the role of caste in contemporary democratic politics. The course is organized into three sections. First, we will discuss kinship, reading classic theories of kinship in the region, as well as critiques of those theories, and ending with a contemporary dilemma, the problem of dowry "pressure". Next, we learn about how family relationships were codified legally, and how laws were shaped to respond to perceived family "traditions," in colonial and post-colonial South Asia. Finally, we will look at specific topics concerning law and kinship. As we do so, we will move from reading ethnographies to producing our own ethnographic observations using film, news stories and first-hand accounts as our primary materials. No prior knowledge about South Asia is necessary.
Class Format: seminar **Requirements/Evaluation:** 2 5-page assignments; 1 research assignment (10 pages) **Prerequisites:** none; open to first year students **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology/Sociology majors; students in Asian Studies or Global Studies with committed interest in South Asian studies
Distributional Requirements: Division 2
Other Attributes: JLST Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Julia Kowalski

ASST 319(F) Gender and the Family in Chinese History (D) Crosslistings: HIST 319/WGSS 319/ASST 319
Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a final paper **Prerequisites:** none; open to first year-students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 20
Extra Info: not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Anne Reinhardt

ASST 321 History of U.S.-Japan Relations (D) Crosslistings: HIST 321/JAPN 321/ASST 321
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper **Prerequisites:** none; open to first-year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Eiko Siniawer

ASST 337 Zen and Philosophy: The Kyoto School and its Legacy in Japanese Thought Crosslistings: REL 337/ASST 337/COMP 337
Popularly regarded as the most important philosophical movement in modern Japanese history, the Kyoto School creatively marshaled the resources of Buddhism to address the impasses of Western philosophy to startling effect. Although the members of the Kyoto School were not all of one mind, their shared aims were ambitious: to bridge the dualism between subject and object, to overcome nihilism, to explore the implications of absolute nothingness, and to surmount what they saw as the chasm between Japanese and European thought. After providing some brief background in Japanese Buddhism, we will read the writings of the core thinkers of the Kyoto School: Nishida Kitaro, Tanabe Hajime, Nishitani Keiji, and some of their later protégés.

Thematically, we will explore issues in ethics, epistemology, phenomenology, metaphysics, and the philosophy of religion; and demonstrate the continued relevance of their insights in these areas. Finally, we will reflect on the group's engagement with Japanese nationalism. *All readings will be in translation*.
Class Format: seminar **Requirements/Evaluation:** regular participation and attendance, regular short writing assignments, 10- to 15-page final paper **Prerequisites:** none, but previous coursework in Religion, Comparative Literature, Political theory, and/or Philosophy is strongly recommended **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Religion, Asian Studies, and Comparative Literature majors **Distribution Notes:** meets Division 2 requirement if registration is under REL or ASST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Jason Josephson

ASST 346(S) Islam and Anthropology **Crosslistings:** ANTH 346/REL 346/ARAB 280/ASST 346
If anthropology has helped to define Islam in global thought, Islam has returned the favor, holding a critical mirror to the anthropological endeavor perhaps more than any other traditional "object" of study. This course examines anthropological studies of Islamic societies for what they teach us both about Islam and about anthropology. We begin with foundational social theorists whose studies of religious phenomena helped give rise to the field of anthropology of religion. We then survey influential efforts to construct "ideal-type" models of Muslim society based on anthropological and historical knowledge, alongside efforts to critique, historicize, and redirect the model-building project (notably by Talal Asad and Edward Said). The second half of the course is devoted to ethnographies that explore, from a variety of perspectives and in several regions (Morocco, India, Egypt, Syria), questions of human agency, hierarchy and resistance, and Islam as discursive resource, ethical project, and embodied community.
Class Format: seminar **Requirements/Evaluation:** weekly postings, one 5-page paper, one 10-page paper, discussion leading **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** juniors and seniors, Anthropology, Sociology or Religion majors
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Joel Lee

ASST 347 Tribe and State on the Afghan-Pakistan Border **Crosslistings:** ANTH 347/ASST 347
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.
Class Format: seminar **Requirements/Evaluation:** class participation, short response papers, research paper, and final exam **Prerequisites:** none; open to first-year students **Enrollment Limit:** 25 **Expected Class Size:** 20-25 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: David Edwards

ASST 384 Selected Topics in Asian American Studies (D) **Crosslistings:** HIST 384/ASST 384
Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.
This is an EDI course because it examines the comparative history of a number of Asian immigrant groups and their relationship with each other and other racialized peoples in American culture.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on a series of writing assignments: four short response papers, two 5- to 7-page essays, and a 10- to 15-page research paper **Prerequisites:** none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 10-15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses ASST Interdepartmental Electives HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
LEC Instructor: Scott Wong

ASST 389(F) The Vietnam Wars **Crosslistings:** HIST 389/ASST 389/LEAD 389
This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.
Class Format: seminar **Requirements/Evaluation:** class participation, several short papers, and a 10- to 12-page final paper **Prerequisites:** none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 15-20 **Enrollment Preferences:** History and Asian Studies majors
Distributional Requirements: Division 2
Other Attributes: HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Jessica Chapman

ASST 391(F) When India was the World: Trade, Travel and History in the Indian Ocean **Crosslistings:** HIST 391/ASST 391/GBST 391
What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.
Class Format: seminar **Requirements/Evaluation:** assessment will be based on class participation and weekly responses to readings, 2-3 short papers, an oral presentation and final paper **Prerequisites:** none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 15-20 **Enrollment Preferences:** none
Distributional Requirements: Division 2
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern MAST Interdepartmental Electives

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Aparna Kapadia

ASST 414 Merchant Cultures and Capitalist Classes in China and India **Crosslistings:** HIST 414/ASST 414
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.
Class Format: seminar **Requirements/Evaluation:** 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 Class Size:** 10-15 **Enrollment Preferences:** advanced History and Asian Studies majors
Distributional Requirements: Division 2
Other Attributes: HIST Group B Electives - Asia

Not Offered Academic Year 2016
SEM Instructor: Anne Reinhardt

ASST 415(S) Gods and Kings: Historical Narratives from India (W) **Crosslistings:** HIST 415/ASST 415/COMP 415
India's long history with earliest written records going back to 2000 B.C presents multiple challenges that are unique among the ancient civilizations. The critical challenge is conceptual: how do we recognize the historical sense of societies whose past is recorded in ways that are different from European conventions? British rulers claimed that India had no sense of history before the colonial period. And this view has persisted despite recent scholarship that has undermined the factual and conceptual basis of this theory.
The purpose of this course is two fold: first, to discuss the analytical methods one could apply to understand the 'history' contained in the diverse body of classical Indian literature; second, to study a representative set of primary sources that belong to the distinct historical traditions of India. Students will learn to apply these methods to gain new insights and debate the limitations of the approach. The course will begin with an exploration of the epic tradition and continue with in-depth readings of narratives from other important genres including popular bardic accounts, royal biographies and court dramas ranging from c. 1000 BCE to 1500 CE.
Class Format: seminar **Requirements/Evaluation:** class participation, several short papers and a substantial final paper based on primary sources **Prerequisites:** some experience with HIST courses preferred **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** History majors; Comp lit majors; Asian Studies Majors **Distribution Notes:** meets division 1 requirement if registration is under COMP; meets division 2 requirement if registration is under HIST or ASST **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Aparna Kapadia

ASST 417(S) Gender Construction in Chinese Art (D) (W) **Crosslistings:** ARTH 417/ASST 417
"One is not born, but rather becomes a woman"—Simone de Beauvior
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 homsociality; 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' 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.
Class Format: seminar/discussion Requirements/Evaluation: a series of 2-3 page position papers; one 3-4 page 1st oral presentation write-up; one 4-5 page pre-focus/focus paper for exploring the final paper topic; 2 oral presentations; a 12-15 page final research paper; class discussions; class attendance Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Distribution Notes: meets Division 1 requirement if registration is under ART; meets Division 2 requirement if registration is under ASST Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH Middle East, Asia and Africa Courses

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Ju-Yu Jang

ASST 460(S) Economic Development of China Crosslistings: ECON 460/ASST 460
This course is an introduction to the economic development of China in the post-1978 period. It seeks to provide an overview of the process by which China grew from an economic backwater to the second largest economy in the world, with a particular focus on rural development and the growing gap between rural and urban incomes; human capital and education; and health and gender in the Chinese context. In addition, the course has the goal of familiarizing students with current economics research on Chinese topics and enabling them to be informed consumers of this research.
Class Format: seminar Requirements/Evaluation: in-class quizzes, literature critique, individual project comprising a presentation and final paper Prerequisites: ECON 251 and 255 Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: senior Economics majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 TR 08:30 09:45 Instructor: Jessica Leight

ASST 465 War and Remembrance in Vietnam (W) Crosslistings: HIST 465/ASST 465
This seminar, which includes a required spring break field trip to Vietnam, examines how that country's twentieth century wars for independence have been remembered, memorialized, and represented by the Vietnamese state, by citizens and scholars, and by the ever-growing number of international tourists who visit Vietnam each year. All class members are eligible to participate in the spring break field trip at no cost. In the weeks leading up to the trip, students will read a number of scholarly works on war and memory that will prepare them to think critically and knowledgeably about the representations of Vietnam's recent past that they encounter inside the country's borders. Students will consider the following questions: What factors influence representations of war in Vietnam? What cultural assumptions underlie them? What political, social, or economic purposes might they serve? How do official memorials in state-run museums and monuments differ from other perspectives? How do Vietnamese memories and representations of the Vietnam Wars differ from American memories and representations, and for what reasons? These questions will serve as the basis for a research paper or final project on one aspect of war and remembrance in Vietnam that students will complete during the second half of the semester, based in part on observations recorded during the trip.
Class Format: seminar Requirements/Evaluation: class participation, several short writing assignments, and a substantial final research paper or other approved final project
Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History and Asian Studies majors; students with prior coursework related to the Vietnam Wars Dept. Notes: this course can only accommodate 10 students due to the required field trip to Vietnam, funded by the Global Initiatives Fund Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
SEM Instructor: Jessica Chapman

ASST 486T The Pacific War in Japanese Historical Memory (W) Crosslistings: HIST 486/JAPN 486/ASST 486
Almost seven decades after Japan's surrender, the enduring question of how to remember the Pacific War continues to provoke controversy both within Japan and between Japan, South Korea, and China. This tutorial will explore how this difficult past has been remembered in postwar Japan, and how and why these memories have changed from 1945 to the present. Our focus will be on certain sites of memory—museums, shrines, literature, textbooks, and films—and how they have expressed and shaped memories of various aspects of the war from the atomic bombings of Hiroshima and Nagasaki to military comfort women and the Nanking massacre. Key issues include how various Japanese have tried to make sense of death and personal sacrifice in the name of a lost war; the implications of Japan's unique position as both perpetrator of wartime atrocities and victim of atomic bombings; the relationship between memory and nationalism; and what it means to come to terms with pasts contested both within and between countries.
Class Format: tutorial; 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; Requirements/Evaluation: students will be evaluated on these essays and critiques, and there will be a final paper (12-15 pages) on the themes of the course Prerequisites: none; open to all Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History and Asian Studies majors, and then to students who have taken courses in History or Asian Studies Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives - Asia

Not Offered Academic Year 2016
TUT Instructor: Eiko Siniawer

ASST 488T Gandhi: Nationalism, Philosophy, and Legacy (D) (W) Crosslistings: HIST 488/ASST 488/GBST 488
This course studies the work and ideas of M.K. Gandhi, one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violence and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the `father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessive concerns which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of `Mahatma' or Great Soul in India.
The tutorial will focus on three key aspects of Gandhi: his ideas of nationalism, his contemplations on moral philosophy and on his legacy in modern India. The materials will include a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?
Class Format: tutorial; students will meet with the instructor each week for one hour sessions in pairs Requirements/Evaluation: every other week each student will write and orally present a 5- to 7-page essay on the assigned readings of that week; students not presenting an essay will write and present 2 page critique of their partners' work; also a final 10page paper
Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Not Offered Academic Year 2016
TUT Instructor: Aparna Kapadia

ASST 493(F) Senior Thesis: Asian Studies
Asian Studies senior thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Li Yu

ASST 494(S) Senior Thesis: Asian Studies
Asian Studies senior thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Li Yu

ASST 497(F) Independent Study: Asian Studies
Asian Studies independent study.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Li Yu

ASST 498(S) Independent Study: Asian Studies
Asian Studies independent study.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Li Yu

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, 402, and if appropriate, 403, 404, 405 and 406. 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) 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 sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively. This is an EDI course. Throughout the

course we will address issues of how cultural differences inform and are informed by different linguistic contexts and practices.
Class Format: for spoken classes: dialog performance, drills, communicative exercises; for written classes: oral reading, questions and discussion in Chinese, translation and explanation in English **Requirements/Evaluation:** evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam **Prerequisites:** none **Enrollment Limit:** none **Expected Class Size:** 12 **Extra Info:** students registered for CHIN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Cecilia Chang
LEC Section: 02 MWF 10:00 10:50 TR 09:55 10:45 Instructor: Cecilia Chang

CHIN 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 sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively. This is an EDI course. Throughout the course we will address issues of how cultural differences inform and are informed by different linguistic contexts and practices..
Class Format: for spoken classes: dialog performance, drills, communicative exercises; for written classes: oral reading, questions and discussion in Chinese, translation and explanation in English **Requirements/Evaluation:** evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam **Prerequisites:** none **Enrollment Limit:** none **Expected Class Size:** 12 **Extra Info:** students registered for CHIN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Cecilia Chang
LEC Section: 02 MWF 10:00 10:50 TR 09:55 10:45 Instructor: Cecilia Chang

CHIN 131 Basic Cantonese
An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 70 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.
Requirements/Evaluation: evaluation will be based on classroom performance, quizzes, tests, and a final exam **Prerequisites:** CHIN 202 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Cornelius Kubler

CHIN 201(F) 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.
Class Format: drill/discussion/reading **Requirements/Evaluation:** evaluation will be based on classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam **Prerequisites:** CHIN 102 or permission of instructor **Enrollment Limit:** none **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Li Yu
LEC Section: 02 MWF 10:00 10:50 TR 09:55 10:45 Instructor: Li Yu

CHIN 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.
Class Format: drill/discussion/reading **Requirements/Evaluation:** evaluation will be based on classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam **Prerequisites:** CHIN 201 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 12 **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Nini Li
LEC Section: 02 MWF 10:00 10:50 TR 09:55 10:45 Instructor: Nini Li

CHIN 210 Cultures of China: Conflicts and Continuities (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*.
Class Format: lecture **Requirements/Evaluation:** short response papers, two longer papers (1700-2300 words), and a final exam **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 25 **Enrollment Preferences:** Chinese and History majors
Distributional Requirements: Division 1 Exploring Diversity

Not Offered Academic Year 2016
LEC Instructor: Christopher Nugent

CHIN 219 Popular Culture in Modern China
This course adopts a generic approach to introducing students to a variety of forms of popular culture in modern and contemporary China. The forms of popular culture studied include popular readings (fiction, newspapers, magazines), advertisements, propaganda posters, popular music, television shows, film, and popular religious movements. We will explore such themes as the definitions of "popular culture," globalization and cultural trends, the encoding and decoding strategies of a popular "text," as well as the political, ideological and sociological messages behind a popular "text." *All readings in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on attendance, in-class participation, oral presentations, two short response papers, and one final research paper **Prerequisites:** none; no Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Chinese or Asian Studies majors, and then to sophomores and juniors
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Li Yu

CHIN 223 Ethnic Minorities in China: Past and Present (D) **Crosslistings:** CHIN 223/ANTH 223
By 2000, of the 1.3 billion population of China, more than 100 million were ethnic minorities (*shaoshu minzu*). Most of these reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority-group identification project; the definition of *minzu*; government policy toward and the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about "foreigners" and "barbarians"; ideas of "diversity," "unity," and "sinicization"; and the roles that "barbarians" have played in China's long history. *All readings will be in English.* 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on attendance, in-class participation, oral presentations, two short response papers, one mid-term, and one final paper **Prerequisites:** none; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** Chinese or Asian Studies majors, and then to first-year students
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Li Yu

CHIN 227(S) Made in China or Making "China"?: Twentieth-Century Chinese Performative Culture **Crosslistings:** CHIN 227/COMP 227
This course explores the ways in which twentieth-century Chinese performative culture fashioned our contemporary understanding of "China." Starting with Chinese hybrid theatres staged in the US, Japan, and semicolonial Shanghai in the early 1900s and ending with the 2008 Beijing Olympic Opening Ceremonies, this course examines performative works drawn from the breadth of an expanded 20th century; including spoken drama, intercultural reproductions of Peking and *Kun* Operas, revolutionary and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed "China" on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvented as "traditional culture" and a "national essence" in the early 20th century; and how agents of Chinese performance, as makers of imaginary worlds, serve as both assets and threats to real-life arbiters of power. The class will be structured around the themes of "Performing Race," "Inventing Tradition on the World Stage," "Acting the Right Part," and "Performing the Nation." Students will learn to engage performances as cultural texts embedded in national and global histories. By gaining knowledge about major playwrights, directors, artists, networks, and ideas, students will also become fluent in the landscape of performance culture in China. All class materials and discussions are in English.
Class Format: lecture **Requirements/Evaluation:** regular in-class participation, two short papers (5-7 pages), and one final project **Prerequisites:** none **Expected Class Size:** 12 **Enrollment Preferences:** students who major or plan to major in Chinese and/or Asian Studies
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Man He

CHIN 228 Traditional Chinese Poetry (D) (W) **Crosslistings:** CHIN 228/COMP 225
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.
Class Format: lecture/discussion **Requirements/Evaluation:** numerous short response papers, two longer papers (1700-2300 words), and a final exam; participation in class discussions required **Prerequisites:** none; no previous experience with poetry or Chinese required **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Chinese majors; open to all
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive

Not Offered Academic Year 2016
LEC Instructor: Christopher Nugent

CHIN 253(F) "Disease" in Modern Chinese Literature and Culture (D) **Crosslistings:** CHIN 253/COMP 254/WGSS 255
From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "diseases" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation.
This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "disease"—-a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "disease"; the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how drug addition, infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "diseases," such as infectious cannibalism and fin-de-siècle "virus," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the "Second New Wave" film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud's psychoanalysis and post-Freudian psychotherapy are "practiced" in literature circulated in both print and internet cultures. Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc. This course meets the aims of the Exploring Diversity Initiative by fostering an empathetic understanding of various groups within China and their relationships with "disease," and by questioning the power and privilege inherent within such categories as "rural" and "urban," "science" and "literature," and "East" and "West".
Class Format: lecture **Requirements/Evaluation:** two 5-page papers, one final project, two in-class presentations **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** none **Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP or CHIN
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: PHLH Bioethics + Interpretations of Health

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Man He

CHIN 301(F) Upper-Intermediate Chinese (D)
The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. *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: drill/discussion/reading **Requirements/Evaluation:** evaluation will be based on classroom performance, short essays, homework, quizzes, tests, and a final exam **Prerequisites:** CHIN 202 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 15 **Enrollment Preferences:** Chinese majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
LEC Section: 01 MF 11:00 11:50 TR 11:45 12:35 Instructor: Nini Li
LEC Section: 02 MF 01:35 02:25 TR 01:35 02:25 Instructor: Nini Li

CHIN 302(S) Upper-Intermediate Chinese (D)
The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. *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: drill/discussion/reading **Requirements/Evaluation:** evaluation will be based on classroom performance, short essays, homework, quizzes, tests, and a final exam **Prerequisites:** CHIN 301 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 15 **Enrollment Preferences:** Chinese majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
LEC Section: 01 MF 11:00 11:50 TR 11:45 12:35 Instructor: Nini Li

CHIN 352 Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language
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.*
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, several oral presentations and short papers, and a final research project **Prerequisites:** CHIN 101 or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 15
Distributional Requirements: Division 1
Other Attributes: EXPE Experiential Education Courses

Not Offered Academic Year 2016
LEC Instructor: Cecilia Chang

CHIN 401(F) Advanced Chinese (D)
This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin*. This is an EDI course. In addition to involving immersion in a classroom Chinese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in China and the US.
Class Format: two 75-minute classes plus a conversation session
Requirements/Evaluation: evaluation will be based on classroom performance, short essays every other week, homework, quizzes, tests, and a final exam **Prerequisites:** CHIN 302 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 14 **Enrollment Preferences:** Chinese majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
LEC Section: 01 MF 08:30 09:45 Instructor: Man He
CON Section: 02 W 01:10 02:00 Instructor: Man He
CON Section: 03 W 02:10 03:00 Instructor: Man He

CHIN 402(S) Advanced Chinese (D)
This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin*. This is an EDI course. In addition to involving immersion in a classroom Chinese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in China and the US.
Class Format: two 75-minute classes plus a conversation session
Requirements/Evaluation: evaluation will be based on classroom performance, short essays every other week, homework, quizzes, tests, and a final exam **Prerequisites:** CHIN 401 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 14 **Enrollment Preferences:** Chinese majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
LEC Section: 01 MF 08:30 09:45 Instructor: Man He
CON Section: 02 W 01:10 02:00 Instructor: Man He
CON Section: 03 W 02:10 03:00 Instructor: Man He

CHIN 404 Advanced Readings in Chinese Cultural and Social Issues
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.
Class Format: two 75-minute classes plus a conversation session; primarily reading and discussion **Requirements/Evaluation:** evaluation based on class performance, homework, quizzes, tests, and a final project **Prerequisites:** CHIN 402 or permission of instructor
Enrollment Preferences: Chinese majors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Cecilia Chang

CHIN 412(F) Introduction to Classical Chinese
This course is an introduction to the grammar and basic vocabulary of Classical Chinese, the standard written language of China from around the seventh century BCE through the 1920s (and for many centuries an important written language in Japan, Korea, and Vietnam as well). Aspects of Classical Chinese continue to play an important role in both written (e.g., in newspaper, academic, and legal writing) and in spoken (e.g., proverbs and aphorisms) Modern Chinese. Our work in this course will be based on reading, translating, and discussing philosophical, political, literary, and historical anecdotes from the Spring and Autumn (770-481 BCE) through the Han (206 BCE-220 CE) periods, as they served as the foundation for the language. Discussion of grammatical and philological issues will be conducted primarily in English and most of our translation work will be from Classical Chinese into English. We will, however, frequently discuss the points of intersection between Classical and Modern Chinese. Students are required to have completed CHIN 202 or the equivalent. Students who have extensive reading knowledge of Chinese characters through other languages (such as Japanese) may also take this course with the instructor's permission.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam **Prerequisites:** CHIN 202 or

extensive reading knowledge of Chinese characters through other languages **Enrollment Limit:** none **Expected Class Size:** 12
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Christopher Nugent

CHIN 413(S) **Intermediate Classical Chinese: Ideas of Authority in Classical Chinese Literature**
This course builds on the foundation established in Introduction to Classical Chinese (CHIN 412) by examining longer and more complicated texts from the Warring States (403-221 BCE) and Han (206 BCE-220 CE) periods. While our focus will be on careful linguistic analysis and translation, we will also discuss these texts in terms of their philosophical ideas, rhetorical methods, and cultural and historical contexts. The works we will read include some of the foundational texts of Chinese philosophical and political thought, including the Confucian *Analects*, the *Mencius*, and the *Zhuangzi*. While this course is a continuation of Chinese 412, students with prior work in Classical Chinese (though study abroad, attending high school in a Chinese speaking region, etc.) are welcome as well.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on classroom performance, homework, quizzes, tests, and a final exam **Prerequisites:** CHIN 412 or prior coursework in Classical Chinese **Enrollment Limit:** none **Expected Class Size:** 10
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Christopher Nugent

CHIN 421 **Slides, Stage, and Cinema: Modern Writers "Looking at" China**
"Liberated" by the development of written vernacular Chinese yet "framed" by the concerns of mass media, Chinese intellectuals, via their mediated eyes and experimental pens, interpreted China from an array of perspectives in the first half of the 20th century, creating linguistic norms, genre hierarchies, and cultural modernities in the process. This literature course, taught in Chinese, takes a thematic approach to study how China's media culture complicated the canonization of modern Chinese literature and the practices of literary modernity. We will closely read selections from a broad range of modern literary texts written by influential male and female writers from the 1890s to the 2000s, including short stories, proses, plays, "miscellaneous writings" (zawen), biographies, and newspaper advertisements. Through class discussions, response papers, and individual projects, this course will not only enhance proficiency in modern Chinese, but also help students to develop analytical abilities, both oral and written, to discuss, critique, and embrace modern Chinese literature as aesthetic, intellectual, and cultural expressions. Students will come away from this course cognizant of the general development of modern Chinese language and familiar with many of the key texts of Chinese literature from the 20th century.
Class Format: lecture/discussion **Requirements/Evaluation:** based on class performance, quizzes, three short response papers in Chinese, and a final project consisting of a 8-10 minute recorded multimedia piece **Prerequisites:** CHIN 402 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Chinese or Asian Studies majors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Man He

CHIN 422T(S) **Old Shanghai, New Shanghai (W)**
Once nicknamed as "Paris of the East," Shanghai, now a megacity with a population of 25 million, is the industrial, commercial and financial center of contemporary China. Shanghai is often depicted as a metropolis that marked the beginning of China's modernity and urban culture. People from other regions in China see Shanghai as a city full of opportunities, but characterize its people as astute and shrewd, cocky and unwelcoming. Foreigners, however, find the city appealing and its people open-minded. Jews fleeing Nazi persecutions during WWII, found Shanghai to be a "paradise of ghetto" that provided the only haven of survival. For local people, there have always been two Shanghai: an old one and a new one. They are proud of the new Shanghai but constantly nostalgic about the old one. This tutorial examines the multifaceted city of Shanghai and its people from historical and cultural perspectives. We will look at the city's history (from the late nineteenth century to present day), its local language and culture, and everyday life of the people (including migrants and foreigners) living in it. The central ideas we will explore are "modernity" and "regional identity." We will investigate how these theoretical constructs play out in the making of the city of Shanghai and the formation of its unique local identity. Course readings include historical and cultural studies as well as documentaries in English about Shanghai, and primary sources in Chinese in a wide range of genres including fiction, essays, and films. *The course is conducted in Chinese*. Students will be able to not only improve their reading and writing skills in Chinese, but also come away with a critical understanding about China's regional cultures and one of its most important metropolitan cities. We will meet once a week as a whole group to discuss course readings. In addition, each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5-page paper that one of the partners has submitted.
Class Format: tutorial **Requirements/Evaluation:** attendance and participation, 5 short papers and 5 critiques, 1 final project **Prerequisites:** Chinese 402 or or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current or prospective Chinese or Asian Studies majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive

Spring 2016
TUT Section: T1 TF 02:35 03:50 Instructor: Li Yu

CHIN 431 **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 in Mandarin and/or English depending on student proficiency levels in a given year.*
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on classroom performance, homework, two short papers, and one longer paper **Prerequisites:** CHIN 302 or permission of instructor
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Cornelius Kubler

CHIN 493(F) **Senior Thesis: Chinese**
Chinese senior thesis.
Class Format: independent study **Enrollment Limit:** none **Extra Info:** this is part of a full-year thesis (493-494)
Distributional Requirements: Division 1

Fall 2015
HON Section: 01 TBA Instructor: Li Yu

CHIN 494(S) **Senior Thesis: Chinese**
Chinese senior thesis.
Class Format: independent study **Extra Info:** this is part of a full-year thesis (493-494)
Distributional Requirements: Division 1

Spring 2016
HON Section: 01 TBA Instructor: Li Yu

CHIN 497(F) **Independent Study: Chinese**
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.
Class Format: independent study
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Li Yu

CHIN 498(S) **Independent Study: Chinese**
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.
Class Format: independent study
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Li Yu

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, 404, 405 and 406. 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) **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.
Class Format: fact classes, three hours per week; act classes three hours per week **Requirements/Evaluation:** evaluation will be based on daily classroom performance, homework, quizzes, a midterm, and a final exam **Prerequisites:** none **Enrollment Limit:** none **Expected Class Size:** 15 **Extra Info:** students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken
Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Kasumi Yamamoto
CON Section: 02 MWF 11:00 11:50 Instructor: Jinhwa Chang
CON Section: 03 MWF 12:00 12:50 Instructor: Jinhwa Chang

JAPN 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 to facilitate learning. 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.
Class Format: fact classes, three hours per week; act classes three hours per week **Requirements/Evaluation:** evaluation will be based on daily classroom performance, homework, quizzes, a midterm, and a final exam **Prerequisites:** JAPN 101 **Enrollment Limit:** none **Expected Class Size:** 20 **Extra Info:** students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Jinhwa Chang
CON Section: 02 MWF 11:00 11:50 Instructor: Mamoru Hatakeyama
CON Section: 03 MWF 12:00 12:50 Instructor: Mamoru Hatakeyama

JAPN 130 Intro. to Linguistic Analysis
This course examines the nature of human language and its structural patterns. Students will be introduced to linguistic methods for analyzing speech sounds (phonetics and phonology), word and sentence structures (morphology and syntax) and meaning (semantics) through data/problem sets of various languages, including English and Asian languages, such as Japanese and Chinese. The methods will be further used to analyze linguistic phenomena in cross-linguistic, historical and social contexts, and can be applied to languages of students' interest.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on class discussions/exercises, assignments, and exams **Prerequisites:** none; no previous knowledge of linguistics or of foreign languages is required; knowledge of Asian languages is beneficial; open to all students **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** first-year and sophomore students
Distributional Requirements: Division 1
Other Attributes: COGS Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Sayaka Abe

JAPN 131(F) Introduction to Japanese Linguistics
This course is an introduction to the basic ideas and methodology of linguistics. We learn how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meanings (semantics and pragmatics). Other topics, such as first language acquisition and language variations, may be discussed as needed. Although we use Japanese as the primary target data throughout the course, we occasionally look at data from other languages for further application of linguistic methodology and for the better understanding of cross-linguistic variations and underlying universality across languages. Classes are conducted in English.
Class Format: lecture **Requirements/Evaluation:** class discussion, reading assignments (as preparation for class), written assignments (exercises), mid-term and final exam **Prerequisites:** no background knowledge of Japanese or linguistics is required; open to all students who are interested in Japanese language or language in general **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** first-year and sophomore students
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Mamoru Hatakeyama

JAPN 153(F) Japanese Film **Crosslistings:** COMP 153/JAPN 153
From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. *All texts are translated or subtitled*. All levels welcome.
Class Format: lecture **Requirements/Evaluation:** attendance, participation, some responses, two papers (5-7 pages), test **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** students majoring in a related field
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Christopher Bolton

JAPN 201(F) 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.
Class Format: fact classes, three hours per week; act classes three hours per week **Requirements/Evaluation:** evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam **Prerequisites:** JAPN 101-102 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 10
Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Kasumi Yamamoto
CON Section: 02 MWF 09:00 09:50 Instructor: Mamoru Hatakeyama
CON Section: 03 MWF 12:00 12:50 Instructor: Mamoru Hatakeyama

JAPN 202(S) Intermediate Japanese (D)
This course is a continuation of Japanese 201, 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.
Class Format: fact classes, three hours per week; act classes three hours per week **Requirements/Evaluation:** evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam **Prerequisites:** JAPN 201 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 10
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
LEC Section: 01 TR 08:30 09:45 Instructor: Mamoru Hatakeyama
CON Section: 02 MWF 09:00 09:50 Instructor: Jinhwa Chang

JAPN 217 Early Modern Japan **Crosslistings:** HIST 217/JAPN 217/ASST 217
Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 25-30
Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Eiko Siniawer

JAPN 218 Modern Japan **Crosslistings:** HIST 218/JAPN 218/ASST 218
Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30 **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia

Not Offered Academic Year 2016
LEC Instructor: Eiko Siniawer

JAPN 219 Japanese Culture and History from Courtiers to Samurai and Beyond (D)
Crosslistings: HIST 219/COMP 229/ASST 219/JAPN 219
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. Team 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response assignments, quizzes, one short paper (approximately seven pages), and a final exam **Prerequisites:** none; open to all **Enrollment Limit:** none **Expected Class Size:** 30 **Enrollment Preferences:** students majoring or considering a major in a related field **Distribution Notes:** meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP or JAPN
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Eiko Siniawer

JAPN 231 Survey of Linguistic Diversity: Meaning, Context and Communication
Crosslistings: JAPN 231/ANTH 231
This course explores ways in which human experiences, including vision, space, emotion and interpersonal awareness are encoded similarly or differently between Western and Asian languages. The course centers around two core areas of linguistics, semantics (study of meaning) and pragmatics (study of meaning in context and use), which are discussed from cognitive, cultural and social perspectives. Discussion topics include: grammar and cognition, lexicon and culture, conceptual metaphor, honorific systems, communicative strategies, and

theories of politeness. Lectures and in-class activities will primarily focus on two typologically distant languages, English and Japanese, for comparison. Reading materials may include data from other languages as well, and students may work on languages of their interest for selected assignments.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on class discussions/exercises, assignments and exams **Prerequisites:** none; no previous knowledge of linguistics or of foreign languages is required; knowledge of Asian languages is beneficial; open to all **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** first-year and sophomore students
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC

JAPN 254 Beauty, Danger, and the End of the World in Japanese Literature
Crosslistings: COMP 264/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 Shôhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kôbô, Murakami Haruki and Murakami Ryû; and apocalyptic comics and animation by Oshii Mamoru, Ôtomo Katsuhiro, and others. *The class and the readings are in English; no familiarity with Japanese language or culture is required.*
Class Format: lecture/discussion **Requirements/Evaluation:** 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 **Prerequisites:** none; open to all
Enrollment Limit: none **Expected Class Size:** 15
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Christopher Bolton

JAPN 255 Love and Death in Modern Japanese Literature (D) **Crosslistings:** COMP 255/JAPN 255
One 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.*
Class Format: seminar/lecture/discussion **Requirements/Evaluation:** in-class exam, ungraded creative project, and two short papers (5-7 pages each) emphasizing original, creative, and convincing readings of the class texts **Prerequisites:** none; no familiarity with Japanese language or culture is required **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Christopher Bolton

JAPN 256 Confession and Deception in Japanese Literature **Crosslistings:** COMP 266/JAPN 256
Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth-and eleventh-century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shônagon and Lady Nijô, through autobiographical and confessional novels by Sôseki, Tanizaki, Mishima, and Abe Kôbô, to documentary and subculture films like *The New God* and *Kamikaze Girls*.
The class and the readings are in English; no familiarity with Japanese language or culture is required.
Class Format: seminar **Requirements/Evaluation:** attendance and participation, 2 or 3 short response assignments, one test, two 5-page papers, and an ungraded creative project **Prerequisites:** none; no familiarity with Japanese language or culture is required **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** students majoring or considering a major in Comparative Literature
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Christopher Bolton

JAPN 260 Japanese Theatre and its Contemporary Context **Crosslistings:** JAPN 260/COMP 262
Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (nohgaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, "of what relevance is each to a contemporary audience?" Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved?
All readings and discussion will be in English.
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, presentations, written journals, two short papers, and one longer paper **Prerequisites:** none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 15
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC

JAPN 270(S) Japanese Art and Culture (D) **Crosslistings:** ARTH 270/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. Course highlights include the transmission of Buddhism and its art to Japan; Zen Buddhism and its art (dry gardens; temples; and tea ceremony related art forms) in the context of samurai culture; the sex industry and kabuki theater, their art, and censorship; and the Western influences on Japanese art and culture and vice versa, (Japanese woodblock prints' impact on Impressionist and Post-Impressionist paintings, for example).
As an EDI course, this course also helps acquire skills in cultural critique, especially when considering the interconnectedness between Japan and other cultures, both Eastern and Western, throughout its history.
Class Format: lecture **Requirements/Evaluation:** three 30- to 40-minute quizzes, two short papers, film screening, class attendance **Prerequisites:** none **Enrollment Limit:** 35
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH Middle East, Asia and Africa Courses ASST Interdepartmental Electives GBST East Asian Studies Electives

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Ju-Yu Jang

JAPN 271 Transitional Japanese Literature into the Twentieth Century **Crosslistings:** JAPN 271/COMP 269
After more than two centuries of National Seclusion, Japan's modern era began suddenly in the middle of the nineteenth century, with the unexpected arrival of Commodore Perry, the destabilization of the 250-year old shogunal government, and the violent restoration of Imperial rule. Rapid and radical changes followed in every aspect of society, from fashion to philosophy. This course will explore how such changes have been expressed through literature, film and performance. We will trace how the authors of literary and other artistic works perceived, integrated and at times rejected experiences of the new and the foreign. *All readings and discussions will be in English.*
Class Format: lecure/discussion **Requirements/Evaluation:** evaluation will be based on active class participation, presentations, written journals, two short and one longer paper
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 15
Enrollment Preferences: majors first and then seniors and juniors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Shinko Kagaya

JAPN 274T(S) Confronting Japan (W) **Crosslistings:** JAPN 274/COMP 274
This tutorial looks into confrontations, within Japan and across its borders, how such confrontations are perceived, handled and narrated, and what they tell us about Japanese society. Through literature and other media, we will probe domestic issues, such as gender/economic disparities, aging, minorities, suicide, reclusion and post 3-11 recovery, and international issues, related to Japan's shifting roles within East Asia and beyond. Discussions will untangle the conflicting perspectives, and elaborate the thoughts and feelings of the various contestants. All readings and discussions will be in English. Some course materials will also be available in Japanese, for those interested. As this tutorial actively explores diversity of human thought, and the contexts that create such diversity, this is an EDI course.
Class Format: tutorial **Requirements/Evaluation:** 4- to 5-page papers and 2-page critiques (in alternating weeks), and one final report at the culmination of the course **Prerequisites:** sophomore standing or higher **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Japanese majors **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive

Spring 2016
TUT Section: T1 TBA Instructor: Shinko Kagaya

JAPN 276 Premodern Japanese Literature and Performance **Crosslistings:** JAPN 276/COMP 278
Some of Japan's performance traditions, which developed in different historical settings, have survived to this day and continue to coexist and compete for the attention of audiences both domestically and abroad. This course examines the Japanese literature of three major periods in Japan's history, focusing on how literary and performance traditions have been interrelated in the unfolding of Japanese literary history. We will begin by looking into the Heian period (794-1185), when the work of female authors occupied center stage and some of the canonical texts of the Japanese literary and cultural tradition were born. Next we will consider the medieval period (1185-1600), which saw the rise of the samurai class and the consequent shift in the domain of artistic creation. Then we will look at the Edo period (1600-1867), when a new bourgeois culture flourished and audiences were greatly transformed. We will also explore the continuing force of premodern literary traditions in contemporary performing arts. *All readings and discussions will be in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, presentations, written journals, two essay questions, one paper, and attendance of live performance events **Prerequisites:** none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 15
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives PERF Interdepartmental Electives

Not Offered Academic Year 2016
LEC

JAPN 301(F) Upper-Intermediate Japanese (D)

This course is a continuation of Japanese 201 and 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.
Class Format: three 75-minute classes Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam Prerequisites: JAPN 202 or permission of instructor Enrollment Limit: none Expected Class Size: 10
Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Jinhwa Chang

JAPN 302(S) Upper-Intermediate Japanese (D)
This course is a continuation of Japanese 301. 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.
Class Format: three 75-minute classes Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam Prerequisites: JAPN 301 or permission of instructor Enrollment Limit: none Expected Class Size: 10
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
LEC Section: 01 MWF 08:30 09:45 Instructor: Mamoru Hatakeyama

JAPN 321 History of U.S.-Japan Relations (D) Crosslistings: HIST 321/JAPN 321/ASST 321
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper Prerequisites: none; open to first-year students with instructors permission Enrollment Limit: 25 Expected Class Size: 25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Eiko Siniawer

JAPN 401(F) Advanced Japanese (D)
A continuation of Japanese 301 and 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.
Class Format: three 75-minute classes Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes and projects (presentations) Prerequisites: JAPN 302 or permission of instructor Enrollment Limit: none Expected Class Size: 8
Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Shinko Kagaya

JAPN 402(S) Advanced Japanese (D)
A continuation of Japanese 401, 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.
Class Format: three 75-minute classes Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes and projects (presentations) Prerequisites: JAPN 401 or permission of instructor Enrollment Limit: none Expected Class Size: 8
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
LEC Section: 01 MWF 11:00 12:15 Instructor: Shinko Kagaya

JAPN 403(F) Advanced Seminar in Japanese I (D)
This course provides advanced training in listening, speaking, reading and writing Japanese, focusing 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.
Class Format: three hours per week Requirements/Evaluation: evaluation will be based on classroom performance, homework, quizzes and projects. Prerequisites: JAPN 402 or permission of instructor Enrollment Limit: none Expected Class Size: 5
Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
SEM Section: 01 MWF 10:00 10:50 Instructor: Shinko Kagaya

JAPN 404(S) Advanced Seminar in Japanese II (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 with ease; and to make presentations and write research papers on issues of interest. The course 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.
Class Format: three hours per week Requirements/Evaluation: evaluation will be based on daily classroom performance, homework, quizzes, and projects Prerequisites: JAPN 403 or permission of instructor Enrollment Limit: none Expected Class Size: 5
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
SEM Section: 01 MWF 10:00 10:50 Instructor: Shinko Kagaya

JAPN 405 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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on daily preparation and in-class performance, a weekly journal, and a final research paper
Prerequisites: any one of JAPN 400-level courses or permission of instructor; open to all
Enrollment Limit: 5 Expected Class Size: 5 Enrollment Preferences: JAPN majors and then seniors and juniors
Distributional Requirements: Division 1 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Kasumi Yamamoto

JAPN 406 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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on daily preparation and in-class performance, a weekly journal, and a final research paper
Prerequisites: any one of JAPN 400-level courses or permission of instructor; open to all
Enrollment Limit: 5 Expected Class Size: 5 Enrollment Preferences: JAPN majors, then seniors and juniors
Distributional Requirements: Division 1 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Miki Yagi

JAPN 486T The Pacific War in Japanese Historical Memory (W) Crosslistings: HIST 486/JAPN 486/ASST 486
Almost seven decades after Japan's surrender, the enduring question of how to remember the Pacific War continues to provoke controversy both within Japan and between Japan, South Korea, and China. This tutorial will explore how this difficult past has been remembered in postwar Japan, and how and why these memories have changed from 1945 to the present. Our focus will be on certain sites of memory—museums, shrines, literature, textbooks, and films—and how they have expressed and shaped memories of various aspects of the war from the atomic bombings of Hiroshima and Nagasaki to military comfort women and the Nanking massacre. Key issues include how various Japanese have tried to make sense of death and personal sacrifice in the name of a lost war; the implications of Japan's unique position as both perpetrator of wartime atrocities and victim of atomic bombings; the relationship between memory and nationalism; and what it means to come to terms with pasts contested both within and between countries.
Class Format: tutorial; 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; Requirements/Evaluation: students will be evaluated on these essays and critiques, and there will be a final paper (12-15 pages) on the themes of the course Prerequisites: none; open to all Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History and Asian Studies majors, and then to students who have taken courses in History or Asian Studies Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives - Asia

Not Offered Academic Year 2016
TUT Instructor: Eiko Siniawer

JAPN 493(F) Senior Thesis: Japanese
Japanese senior thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 1

Fall 2015
HON Section: 01 TBA Instructor: Li Yu

JAPN 494(S) Senior Thesis: Japanese
Japanese senior thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 1

Spring 2016
HON Section: 01 TBA Instructor: Li Yu

JAPN 497(F) Independent Study: Japanese
Japanese independent study. For students who have completed Japanese 402 or the equivalent.
Class Format: independent study
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Li Yu

JAPN 498(S) Independent Study: Japanese
Japanese independent study. For students who have completed Japanese 402 or the equivalent.
Class Format: independent study
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Li Yu

ASTRONOMY (Div. III)

Chair, Professor KAREN B. KWITTER

Professors: KWITTER, PASACHOFF. Visiting Professor: DEMIANSKI. Observatory Supervisor/Senior Lecturer: SOUZA.

How long will the Sun shine? How do we discover Earth-like planets among the many circling other stars? How did the universe begin and how has it evolved over its 13.8 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 behaves. 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 physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 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.

ASTROPHYSICS MAJOR

The Astrophysics major is designed for students who want a rigorous introduction to the field, including 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. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, geosciences, economics, 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 140 or 150 or 151 in the fall. Students with very good background placing them out of Physics 142 *and* out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 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 150 Multivariable Calculus
or Mathematics 151 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 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

THE DEGREE WITH HONORS IN ASTROPHYSICS

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

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

ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math 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, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (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 140 Calculus II
Mathematics 150 Multivariable Calculus
or Mathematics 151 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 150 or 151 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.

STUDY AWAY

You can find general study-away guidelines for Astronomy/Astrophysics here.

ASPH 493(F) Senior Research: 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.
Class Format: independent study Prerequisites: permission of department Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3

Fall 2015
HON Section: 01 TBA Instructor: Karen Kwitter

ASPH 494(S) Senior Research: 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.
Class Format: independent study Prerequisites: permission of department Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3

Spring 2016
HON Section: 01 TBA Instructor: Karen Kwitter

ASPH 497(F) Independent Study: Astrophysics
Astrophysics independent study.
Class Format: independent study
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: Karen Kwitter

ASPH 498(S) Independent Study: Astrophysics
Astrophysics independent study.
Class Format: independent study
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: Karen Kwitter

ASTR 101(F) Stars: From Suns to Black Holes
What makes a star shine? For how long will the Sun keep shining and what will happen to it then? 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 Kepler mission to discover extrasolar planets, the new generation of 8- and 10-meter mountaintop telescopes, results from them, and their even-larger planned successors of 30-meter-diameter equivalents; 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 supermassive black holes lurk 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 (solar system) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.
Observing sessions will include use of the 24-inch telescope and other telescopes for nighttime observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as use of other telescopes for daytime observations of the Sun.
Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration
Requirements/Evaluation: evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports Prerequisites: none Enrollment Limit: 20
Expected Class Size: 12 Dept. Notes: non-major course
Distributional Requirements: Division 3

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Jay Pasachoff
LAB Section: 02 T 01:00 02:30 Instructor: Steven Souza
LAB Section: 03 T 02:30 04:00 Instructor: Steven Souza
LAB Section: 04 W 01:00 02:30 Instructor: Steven Souza
LAB Section: 05 W 02:30 04:00 Instructor: Steven Souza

ASTR 102(S) Our Solar System and Others
What makes Earth different from all the other planets? What has NASA's Curiosity on Mars found about Mars's past running water and suitability for life? How has knowledge about Pluto been transformed by NASA's 2015 flyby? Will asteroids or comets collide with the Earth again? 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 2000 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 Kepler mission. 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 (stars and stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.
Observing sessions will include use of the 24-inch telescope and other telescopes for nighttime observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as use of other telescopes for daytime observations of the Sun.
Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration
Requirements/Evaluation: evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports Prerequisites: none Enrollment Limit: 48
Expected Class Size: 48 Dept. Notes: non-major course
Distributional Requirements: Division 3

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Marek Demianski
LAB Section: 02 T 01:00 02:30 Instructor: Steven Souza
LAB Section: 03 T 02:30 04:00 Instructor: Steven Souza
LAB Section: 04 W 01:00 02:30 Instructor: Steven Souza
LAB Section: 05 W 02:30 04:00 Instructor: Steven Souza

ASTR 104 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 13.8 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 nighttime observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun.
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.
Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration
Requirements/Evaluation: evaluation will be based on two hour tests, a final exam, an observing portfolio, and laboratory reports Prerequisites: none; not open to students who have taken or are taking ASTR 330 Enrollment Limit: 48 Expected Class Size: 48 Dept. Notes: non-major course
Distributional Requirements: Division 3

Not Offered Academic Year 2016
LEC Instructor: Jay Pasachoff

ASTR 111(F) Introduction to Astrophysics (Q)
How do stars work? This course answers that question from start to finish. In this course we undertake 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.
Class Format: lecture/discussion, observing sessions, and five labs per semester Requirements/Evaluation: evaluation will be based on weekly problem sets, two hour tests, a final exam, lab reports, and an observing portfolio Prerequisites: a year of high school Physics, or concurrent college Physics, or permission of instructor, and MATH 140 or equivalent Enrollment Limit: 28 Expected Class Size: 20
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Karen Kwitter
LAB Section: 02 M 01:00 03:40 Instructor: Steven Souza
LAB Section: 03 R 01:00 04:00 Instructor: Steven Souza

ASTR 207T 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.
Class Format: tutorial Requirements/Evaluation: 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: ASTR 111 or BIOL 101-102, CHEM 101-102, or GEOS 101 or equivalent science preparation.; instructor's permission required Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: if overenrolled, preference given to students who have had ASTR 111 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Karen Kwitter

ASTR 211(F) Astronomical Data Acquisition and Analysis (Q)
This course will introduce techniques for obtaining and analyzing astronomical data. We will begin by learning about practical observation planning and move on to discussion of CCD detectors, signal statistics, digital data reduction, and image processing. We will make use of data we obtain with our 24-inch telescope, as well as data from other optical ground-based observatories and archives. We also learn about and work with data from space-based non-optical observatories such as the Chandra X-Ray Observatory and the Spitzer Space Telescope (infrared).
Class Format: lecture/discussion plus computer work and observing
Requirements/Evaluation: evaluation will be based on weekly problem sets, an hour exam and an observing project Prerequisites: MATH 150 or 151; prior experience with Unix is helpful, but not required Enrollment Limit: 10 Expected Class Size: 6
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Karen Kwitter
LAB Section: 02 M 07:00 09:40 Instructor: Karen Kwitter

ASTR 217T(F) Planets and Moons (W) Crosslistings: GEOS 217/ASTR 217
We live in a solar system full of wonders. Each planet and each moon is strange: different from our Earth, and different from each other. The recent flood of images and data from Mars constantly reveals new marvels—the rest of the solar system is even stranger. The U.S. put men on the moon; there are robots on Mars; and the Soviet Union landed several times on Venus. The other worlds are known only from flybys and remote images, but it's amazing how much those can teach us. By focusing on recent research, we will examine how the solar system works and delve into its mysteries. Topics may include the possible Late Heavy Bombardment of the moon, runaway greenhouse on Venus, water on Mars, hidden oceans on Europa, and the methane weather cycle on Titan.
Class Format: tutorial Requirements/Evaluation: six 1500-word papers, discussion & critical analysis;strong focus on polished writing & argument, & papers will be thoroughly edited by the professor for style, grammar & syntax Prerequisites: any GEOS course, or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: sophomores Extra Info: students will improve writing by integrating into successive papers the editorial comments they receive, & also by editing the writing of their tutorial partners may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Writing Intensive

Fall 2015
TUT Section: T1 TBA Instructor: Ronadh Cox

ASTR 221 Compact Stellar Remnants: White Dwarfs, Neutron Stars, and Black Holes (Q) Crosslistings: ASTR 221/ASTR 421
As stars end their varied lives they each end up as a dense, compact remnant. In this course we will study the final stages of stellar evolution and concentrate on the basic properties of the three possible remnant states: white dwarf, neutron star and black hole. We will study radio and X-ray pulsars, which represent observed manifestations of some compact objects. In addition, we will discuss the observations confirming the existence of black holes. Finally, we will explore the extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on classroom participation, homework assignments, a midterm exam and final exam. Prerequisites: if taken under ASTR 221:PHYS 151 or co-requisite of PHYS142, and MATH 150 or 151; if taken under ASTR 421: Physics 201 & permission of instructor Enrollment Limit: 19 Expected Class Size: 10 Enrollment Preferences: if overenrolled, preference will be given to Astronomy and Astrophysics majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Marek Demianski

ASTR 330(S) The Nature of the Universe
This course is a journey through space and time from the first 10 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. We will explore current ideas about the future of the Universe, in particular the acceleration of the Universe's expansion, and its implications for the end of time.
Class Format: lecture/discussion, three hours per week Requirements/Evaluation: evaluation will be based on two hour tests, a small observing portfolio, occasional quizzes, and a final exam Prerequisites: none; open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, or PHYS majors Enrollment Limit: 48 Expected Class Size: 48 Dept. Notes: non-major course; course in the 33X sequence are meant as general education courses for students in all majors Extra Info: not available for the fifth course option
Distributional Requirements: Division 3

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Marek Demianski

ASTR 336 Science, Pseudoscience, and the Two Cultures (W) Crosslistings: ASTR 336/HSCI 336
A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in *Fads and Fallacies in the Name of Science*, and using the current journal *The Scientific Review of Alternative Medicine*, we consider from a scientific point of view what is now called complementary or alternative medicine, including *both older versions such as chiropractic and* newer nonscientific practices. We will discuss the current global-cliamte-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*.
Class Format: seminar Requirements/Evaluation: evaluation will be based on biweekly 5-page papers, participation in discussions, and a 15-page final paper Prerequisites: none Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy. Dept. Notes: non-major course; does not count toward ASPH, ASTR or PHYS major Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: SCST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: Jay Pasachoff

ASTR 340 Great Astronomers and Their Original Publications (W) Crosslistings: ASTR 340/HSCI 340/LEAD 340
In the 2014-15 academic year of the study of the book, honoring the new library and the expansion of the Chapin Library of Rare Books, we study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle their first-edition books and other publications. Our study includes the original books published as follows: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632), Johannes Kepler (laws of planetary motion, 1609, 1619), Johannes Hevelius and Elisabeth Hevelius (atlases of stars and of the Moon, 1647 and 1687), Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th-century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the librarians, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest.
Class Format: seminar Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper Enrollment Limit: 15 Enrollment Preferences: if over enrolled, preference by written paragraph of explanation of why student wants to take the course Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI or LEAD
Distributional Requirements: Division 3 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Jay Pasachoff

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.
Class Format: discussion/seminar, plus computer work and observing projects **Requirements/Evaluation:** evaluation will be based on homework, class presentations/problem-solving, and observing projects **Prerequisites:** PHYS 201 **Enrollment Limit:** 10 **Expected Class Size:** 8
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Karen Kwitter

ASTR 410 **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.
Class Format: lecture/discussion, three hours per week **Requirements/Evaluation:** evaluation will be based on classroom participation, homework assignments, a midterm exam and a final exam **Prerequisites:** PHYS 201 **Enrollment Limit:** 19 **Expected Class Size:** 12
Distributional Requirements: Division 3

Not Offered Academic Year 2016
LEC Instructor: Marek Demianski

ASTR 412T **Solar Physics (W)**
We study all aspects of the Sun, our nearest star. We discuss the interior, including the neutrino experiment and helioseismology, the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), as well as additional Total Solar Irradiance measurements from ACRIMSAT and SORCE. We also discuss our data analysis of recent transits of Mercury across the face of the Sun and the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble Space Telescope and from Saturn with Cassini.
Class Format: tutorial; students will meet weekly with the professor in groups of two or three to discuss readings and present short papers **Requirements/Evaluation:** 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:** ASTR 111 (or ASTR 101 and either 102 or 104 with permission of instructor) and a 200-level PHYS or ASTR course **Enrollment Limit:** 12 **Expected Class Size:** 10 **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Jay Pasachoff

ASTR 420 **Observational Cosmology: Observing and Modeling the Universe (Q)**
Recent astronomical observations have revealed that the universe contains large amounts of dark matter (most probably consisting of undetected yet very-weakly-interacting particles) and dark energy (a strange kind of uniformly-distributed energy that creates negative pressure causing accelerated expansion of the universe), while ordinary radiating matter (stars, galaxies and clouds of gas) is only a minor addition. In this course we will discuss the most important observations that lead us to these conclusions. We will start by studying and classifying galaxies. Eighty-five years ago Hubble discovered that the universe is expanding and almost 30 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom participation, homework assignments, a midterm exam and a final exam
Prerequisites: PHYS 201 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** if overenrolled, preference will be given to Astronomy and Astrophysics majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Marek Demianski

ASTR 421 **Compact Stellar Remnants: White Dwarfs, Neutron Stars, and Black Holes (Q)**
Crosslistings: ASTR 221/ASTR 421
As stars end their varied lives they each end up as a dense, compact remnant. In this course we will study the final stages of stellar evolution and concentrate on the basic properties of the three possible remnant states: white dwarf, neutron star and black hole. We will study radio and X-ray pulsars, which represent observed manifestations of some compact objects. In addition, we will discuss the observations confirming the existence of black holes. Finally, we will explore the extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom participation, homework assignments, a midterm exam and final exam.
Prerequisites: if taken under ASTR 221:PHYS 151 or co-requisite of PHYS142, and MATH 150 or 151; if taken under ASTR 421: Physics 201 & permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** if overenrolled, preference will be given to Astronomy and Astrophysics majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Marek Demianski

ASTR 493(F) **Senior Research: 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.
Class Format: independent study **Prerequisites:** permission of department **Extra Info:** this is part of a full-year thesis (493-494)
Distributional Requirements: Division 3

Fall 2015
HON Section: 01 TBA Instructor: Karen Kwitter

ASTR 494(S) **Senior Research: 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.
Class Format: independent study **Prerequisites:** permission of department **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3

Spring 2016
HON Section: 01 TBA Instructor: Karen Kwitter

ASTR 497(F) **Independent Study: Astronomy**
Astronomy independent study.
Class Format: independent study
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: Karen Kwitter

ASTR 498(S) **Independent Study: Astronomy**
Astronomy independent study.
Class Format: independent study
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: Karen Kwitter

ASTR 499(F,S) **Physics and Astronomy Colloquium** **Crosslistings:** PHYS 499/ASTR 499
Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.
Class Format: colloquium **Requirements/Evaluation:** not a for-credit course **Prerequisites:** none **Enrollment Limit:** none **Extra Info:** registration not necessary to attend
Distributional Requirements: Non-divisional

Fall 2015
LEC Section: 01 F 02:35 03:35 Instructor: David Tucker-Smith

Spring 2016
LEC Section: 01 F 02:35 03:35 Instructor: David Tucker-Smith

BIOINFORMATICS, GENOMICS, AND PROTEOMICS

Advisory Committee: Professors: AALBERTS, BAILEY, BANTA, DEVADOSS, R. DE VEAUX, J. EDWARDS, GEHRING, KAPLAN, LOVETT, D. LYNCH, MORALES, SAVAGE, SWOAP, TING. Associate Professors: KLINGENBERG. Assistant Professors: BLAIR, D. CARONE, ENGEL, MAROJA, TAUROG. Senior Lecturer: D. C. SMITH. Lecturer: MARVIN.

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/CSCI 319 Integrative Bioinformatics, Genomics,

and Proteomics Lab

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 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
CHEM 111 Fighting Disease: The Evolution and Operation of Human Medicines
MATH 337 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: BANTA, GEHRING, KAPLAN**, LOVETT**, D. LYNCH, SAVAGE, SWOAP*, TING. Assistant Professors: BLAIR*, D. CARONE, A. ENGEL, LEBESTKY, MAROJA, TAUROG. Visiting Assistant Professor: B. CARONE.

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.

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 *or*
CHEM 153 Introductory Concepts of Chemistry: Advanced Section *or*
CHEM 155 Principles of Modern Chemistry
CHEM 156 Organic Chemistry: Introductory Level
CHEM 251 Organic Chemistry: Intermediate Level
CHEM 256 Advanced Chemical Concepts *(not required if CHEM 155 was taken)*

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

Elective Courses

BIOL 301 Developmental Biology
BIOL 304/NSCI 304 Neurobiology
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/CSCI 319 Integrative Bioinformatics, Genomics, and Proteomics Lab
BIOL 406 Dynamics of Membrane Systems
BIOL 407/NSCI 347 Neurobiology of Emotion
BIOL 408 RNA Worlds
BIOL 414 Life at Extremes: Molecular Mechanisms
BIOL 416 Epigenetics
BIOL 417 Translational Immunology: From Bench to Bedside
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 326 Chemical Biology: Discoveries at the Interface
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 Thermodyamics and Statistical Mechanics
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 Biology/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.

BIMO 321(F) Biochemistry I: Structure and Function of Biological Molecules (Q)
Crosslistings: BIMO 321/BIOL 321/CHEM 321
This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include 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 a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256 Enrollment Limit: 48 Expected Class Size: 48
Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses BIMO Required Courses

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Amy Gehring
LAB Section: 02 M 01:00 05:00 Instructor: Amy Gehring
LAB Section: 03 W 01:00 05:00 Instructor: Lawrence Kaplan
LAB Section: 04 R 01:00 05:00 Instructors: Lawrence Kaplan, Amy Gehring
LAB Section: 05 T 01:00 05:00 Instructor: Lawrence Kaplan
LAB Section: 06 F 01:00 05:00 Instructor: Lawrence Kaplan

BIMO 322(S) Biochemistry II: Metabolism (Q) Crosslistings: BIMO 322/BIOL 322/CHEM 322

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.
Class Format: lecture, three hours per week; laboratory, three hours per week
Requirements/Evaluation: evaluation is 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:** BIOL 101 and CHEM 251/255 **Enrollment Limit:** 64 **Expected Class Size:** 64 **Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators **Dept. Notes:** does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses BIMO Required Courses

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Alex Engel
LAB Section: 02 M 01:00 04:00 Instructor: Alex Engel
LAB Section: 03 T 01:00 04:00 Instructor: Benjamin Carone
LAB Section: 04 W 01:00 04:00 Instructor: Benjamin Carone
LAB Section: 05 R 01:00 04:00 Instructor: Alex Engel

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.
Class Format: seminar, three hours per week **Requirements/Evaluation:** evaluation will be based on class presentations and discussions, frequent short papers, and a final paper
Prerequisites: BIOL 202 and BIMO 321 **Enrollment Limit:** 12 **Expected Class Size:** 8
Enrollment Preferences: those completing the BIMO program; open to others with permission of instructor
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: BIMO Required Courses

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Daniel Lynch

BIOLOGY (Div. III)

Chair, Professor JOAN EDWARDS

Professors:, ART***, L. BANTA, J. EDWARDS, D. LYNCH, R. SAVAGE, S. SWOAP*, C. TING, H. WILLIAMS, M. MORALES*** , Senior Lecturer: D. C. SMITH. Assistant Professors: CARONE, D., ENGEL, LEBESTKY, MAROJA, CARTER, TURNER. Visiting Assistant Professor: CARONE, B.. 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. You can find general study away guidelines for Biology here.

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.

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 101(F) The Cell
This course investigates cell structure and function as a consequence of evolutionary processes, and it stresses the dynamic properties of living systems. Topics include an introduction to biological molecules and enzyme action, membrane structure and function, energy exchange and design of metabolic systems, expression of genetic information, cell signaling, cell trafficking, the cell cycle, and cancer. Student-designed laboratory experiments and discussions based on primary biology literature will highlight how biological knowledge is created and understood.
Class Format: Lecture, 3 hours per week; laboratory and discussion, 3 hours per week Requirements/Evaluation: evaluation will be based on hour tests, a final exam, lab reports, discussion assignments, and discussion participation Prerequisites: none Enrollment Limit: 48/Lecture Expected Class Size: 192 Enrollment Preferences: first year students Dept. Notes: satisfies the distribution requirement for the Biology major Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: BIMO Required Courses MTSC Related Courses NSCI Required Courses

Fall 2015
LEC Section: A1 TR 08:30 09:45 Instructor: Tim Lebestky
LEC Section: A2 TR 09:55 11:10 Instructor: Tim Lebestky
LAB Section: A3 M 01:00 04:00 Instructor: Jenna MacIntire
LAB Section: A4 T 01:00 04:00 Instructor: Jenna MacIntire
LAB Section: A5 W 01:00 04:00 Instructor: Jenna MacIntire
LAB Section: A6 R 01:00 04:00 Instructor: Janis Bravo
LEC Section: B1 MWF 10:00 10:50 Instructor: Alex Engel
LEC Section: B2 MWF 11:00 11:50 Instructor: Daniel Lynch
LAB Section: B3 M 01:00 04:00 Instructor: Benjamin Carone
LAB Section: B4 T 01:00 04:00 Instructor: Benjamin Carone
LAB Section: B5 W 01:00 04:00 Instructor: Benjamin Carone
LAB Section: B6 R 01:00 04:00 Instructor: Benjamin Carone

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 in our examination of evolutionary concepts. Topics include meiosis and sexual reproduction, developmental and evolutionary mechanisms, and speciation with representative examples from a diversity of plants and animals. Readings are drawn from a variety of sources, including the recent primary literature.
Class Format: lecture/discussion/laboratory, six hours per week Requirements/Evaluation: evaluation will be based on hour tests, a final exam, three lab reports, and problem sets Prerequisites: BIOL 101 or permission of instructor Enrollment Limit: none Expected Class Size: 152 Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: BIMO Required Courses ENVS Group EB-B Electives

Spring 2016
LEC Section: A1 TR 09:55 11:10 Instructor: Robert Savage
LAB Section: A2 M 01:00 04:00 Instructor: Robert Savage
LAB Section: A3 T 01:00 04:00 Instructor: Claire Ting
LAB Section: A4 W 01:00 04:00 Instructor: Janis Bravo
LAB Section: A5 R 01:00 04:00 Instructor: Janis Bravo
LEC Section: B1 MWF 11:00 11:50 Instructor: Claire Ting
LAB Section: B2 M 01:00 04:00 Instructor: Derek Dean
LAB Section: B3 T 01:00 04:00 Instructor: Derek Dean
LAB Section: B4 W 01:00 04:00 Instructor: Derek Dean
LAB Section: B5 R 01:00 04:00 Instructor: Derek Dean

BIOL 132 The Human Genome
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.
Class Format: lecture 3 hours per week; discussion one hour every other week Requirements/Evaluation: 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 Class Size: 60 Enrollment Preferences: seniors, then juniors, then sophomores, then first years Dept. Notes: does not satisfy the distribution requirement for the Biology major
Distributional Requirements: Division 3
Other Attributes: PHLH Biomedical Determinants of Health

Not Offered Academic Year 2016
LEC Instructor: Marsha Altschuler

BIOL 133 Biology of Exercise and Nutrition
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.
Class Format: lecture 3 hours per week Requirements/Evaluation: evaluation will be based on exams and lab notebook and class participation Prerequisites: none Enrollment Limit: 120 Expected Class Size: 120 Enrollment Preferences: seniors, juniors, sophomores, then first-year students Dept. Notes: does not satisfy the distribution requirement for the Biology major
Distributional Requirements: Division 3
Other Attributes: PHLH Biomedical Determinants of Health

Not Offered Academic Year 2016
LEC Instructor: Steven Swoap

BIOL 134(S) The Tropics: Biology and Social Issues (D) Crosslistings: BIOL 134/ENVI 134
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, Oceanea, 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. 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 lifelong exploration of human diversity.
Class Format: lecture/debate, three hours per week Requirements/Evaluation: evaluation will be based on two hour exams, a short paper, panel preparation, and a final exam Prerequisites: none Enrollment Limit: 60 Expected Class Size: 60 Enrollment Preferences: seniors, juniors, sophomores, and first-year students—in that order Dept. Notes: does not count for major credit in Biology; does not satisfy the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Exploring Diversity
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives GBST African Studies Electives PHLH Biomedical Determinants of Health SCST Elective Courses

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: David Smith

BIOL 136 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.
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.
Class Format: seminar Requirements/Evaluation: one exam, one short paper (4-6 pages), final paper (10-12 pages); class participation Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: juniors, sophomores, seniors, first-years; not open to students who have taken BIOL 202 or BIOL132
Distributional Requirements: Division 3 Exploring Diversity
Other Attributes: PHLH Biomedical Determinants of Health

Not Offered Academic Year 2016
SEM

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.
Class Format: lecture/laboratory, six hours per week Requirements/Evaluation: evaluation will be based on biweekly problem sets, weekly laboratory exercises and laboratory reports, and examinations Prerequisites: BIOL 101 and 102 Enrollment Limit: none Expected Class Size: 84 Dept. Notes: satisfies the distribution requirement in the Biology major. Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses BIMO Required Courses

Fall 2015

LEC Section: 01 MWF 11:00 11:50 Instructor: Dawn Carone
LAB Section: 02 M 01:00 04:00 Instructor: Derek Dean
LAB Section: 03 T 01:00 04:00 Instructor: Derek Dean
LAB Section: 04 W 01:00 04:00 Instructor: Derek Dean
LAB Section: 05 R 01:00 04:00 Instructor: Derek Dean

BIOL 203(F) Ecology (Q) Crosslistings: BIOL 203/ENVI 203
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).
Class Format: lecture/laboratory, six hours per week Requirements/Evaluation: evaluation will be based on problem sets, lab reports, hour exams, and a final exam Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor Enrollment Limit: none Expected Class Size: 35 Dept. Notes: required course for the majors in Environmental Policy & Environmental Science and Environmental Studies concentration; satisfies the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Core Courses ENVP Core Courses ENVS Core Courses

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: David Smith
LAB Section: 02 M 01:00 04:00 Instructor: David Smith
LAB Section: 03 T 01:00 04:00 Instructor: David Smith

BIOL 204(S) Animal Behavior Crosslistings: BIOL 204/NSCI 204
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.
Class Format: lecture/laboratory, six hours per week Requirements/Evaluation: evaluation will be based on examinations, lab reports, and a research paper Prerequisites: BIOL 102, or PSYC 101, or permission of instructor Enrollment Limit: 32 Expected Class Size: 32 Enrollment Preferences: Biology majors and Neuroscience concentrators Dept. Notes: satisfies the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: COGS Related Courses NSCI Group A Electives

Spring 2016
LEC Section: 01 MWF 08:30 09:45 Instructor: Heather Williams
LAB Section: 02 M 01:00 04:00 Instructor: Heather Williams
LAB Section: 03 T 01:00 04:00 Instructor: Heather Williams

BIOL 205(S) Physiology
This lecture-based course examines principles, patterns, and mechanisms of biological function from the level of cells and tissues to the whole organism. The themes of the course include structure and function, mechanisms of regulation, control and integration, and adaptation to the environment. Examples of these themes are taken from a wide variety of organisms with a focus on vertebrates. Laboratories provide practical's experience in measurement and experimental elucidation of physiological phenomena and functional analysis of gross structure.
Requirements/Evaluation: evaluation will be based on hour exams, laboratory practical, laboratory reports, and a final exam Prerequisites: BIOL 101 and 102; open to first-year students with permission of the Biology department Enrollment Limit: 60 Expected Class Size: 60 Enrollment Preferences: seniors, then juniors, then sophomores Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Matt Carter
LAB Section: 02 M 01:00 04:00 Instructor: Jenna MacIntire
LAB Section: 03 T 01:00 04:00 Instructor: Jenna MacIntire
LAB Section: 04 W 01:00 04:00 Instructor: Matt Carter
LAB Section: 05 R 01:00 04:00 Instructor: Matt Carter

BIOL 209T Animal Communication (W) Crosslistings: BIOL 209/NSCI 209
Animal communication systems come in as many varieties as the species that use them. What they have in common are a sender that encodes information into a physical signal and a receiver that senses the signal, extracts the information, and adjusts its subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will include the use of syntax to carry meaning in chickadee calls, the "piracy" of signaling system by fireflies, statements of identity and affiliation in the form of toothed whales' signature whistles, long-distance chemical attractants that allow male moths to find the object of their desire, and cultural evolution within learned signaling systems.
Class Format: tutorial Requirements/Evaluation: evaluation will be based on five 5-page papers, five short response papers, & the student's effectiveness in tutorial presentations. Prerequisites: BIOL 101 and BIOL212/PSYC212/NSCI201; open to sophomores, juniors, and seniors Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Biology majors and senior Neuroscience concentrators who need a Biology elective to complete the concentration Dept. Notes: satisfies the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: COGS Related Courses NSCI Group A Electives

Not Offered Academic Year 2016
TUT Instructor: Heather Williams

BIOL 211 Paleobiology Crosslistings: GEOS 212/BIOL 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 climactic 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 provide a broad understanding of fossils and the methods we use to study the history of life on Earth. We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York.
Class Format: lecture/laboratory; field trip to the the Paleozoic of New York State Requirements/Evaluation: evaluation will be based on lab assignments, short quizzes and writing assignments, and a final exam Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205 Enrollment Limit: 15 Expected Class Size: 12 Enrollment Preferences: sophomores and juniors Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: MAST Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Phoebe Cohen

BIOL 212(F) Neuroscience Crosslistings: NSCI 201/BIOL 212/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, consciousness and clinical disorders such as schizophrenia, spinal cord inury, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.
Class Format: lecture, three hours a week; laboratory, every other week Requirements/Evaluation: evaluation will be based on a lab practical, lab reports, two hour exams and a final exam Prerequisites: PSYC 101 or BIOL 101; open to first-year students with permission of instructor Enrollment Limit: 72 Expected Class Size: 72 Enrollment Preferences: sophomores and Biology and Psychology majors Dept. Notes: does not satisfy the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: COGS Interdepartmental Electives NSCI Required Courses PSYC 200-level Group A Courses

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructors: Heather Williams, Lauren Williamson
LAB Section: 02 M 01:00 04:00 Instructor: Martha Marvin
LAB Section: 03 T 01:00 04:00 Instructor: Martha Marvin
LAB Section: 04 W 01:00 04:00 Instructor: Martha Marvin

BIOL 214T(S) Mathematical Ecology (Q) Crosslistings: MATH 410/BIOL 214
Using mathematics to study natural phenomena has become ubiquitous over the past couple of decades. In this tutorial, we will study mathematical models comprised of both deterministic and stochastic differential equations that are developed to understand ecological dynamics and, in many cases, evaluate the dynamical consequences of policy decisions. We will learn how to understand these models through both standard analytic techniques such as stability and bifurcation analysis as well as through simulation using computer programs such as MATLAB. Possible topics include fisheries management, disease ecology, control of invasive species, and predicting critical transitions in ecological systems.
Class Format: tutorial Requirements/Evaluation: written and programming assignments, oral presentations, and exams Prerequisites: MATH 209 and MATH 250 or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: students with backgrounds in both math and biology Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives ENVS Group EB-A Electives ENVS Methods Courses PHLH Methods in Public Health

Spring 2016
TUT Section: T1 TBA Instructor: Julie Blackwood

BIOL 218T DNA, Life, and Everything (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.
Class Format: tutorial Requirements/Evaluation: evaluation will be based on 5 papers (4-5 pages each) and on in-class performance as a presenter or challenger Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: junior, seniors, then sophomores Dept. Notes: does not satisfy the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Marsha Altschuler

BIOL 219T(S) 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 Ebola hemorrhagic fever, dengue, 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 disease malaria and why such 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.
Class Format: tutorial Requirements/Evaluation: six 4- to 5-page papers; tutorial presentations, and the student's progress towards intellectual independence and creativity as a presenter and a respondent Prerequisites: BIOL 101 and 102 Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: sophomores, students interested in public health Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: PHLH Biomedical Determinants of Health

Spring 2016
TUT Section: T1 R 11:20 12:35 Instructor: Lois Banta

BIOL 220(S) Field Botany and Plant Natural History Crosslistings: BIOL 220/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 systemics and phylogeny, and characteristics of plant families and cultural and economic uses of plants, native species. The labs cover field identification, natural history, and ecology of local species.
Class Format: lecture Requirements/Evaluation: evaluation will be based on exams, field quizzes, field notebook and a class project Prerequisites: none Enrollment Limit: 40 Expected Class Size: 25 Enrollment Preferences: seniors, Biology majors, and Environmental Studies majors & concentrators Dept. Notes: satisfies the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives EXPE Experiential Education Courses PHLH Nutrition,Food Security+Environmental Health

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Joan Edwards
LAB Section: 02 T 01:00 04:00 Instructor: Joan Edwards
LAB Section: 03 W 01:00 04:00 Instructor: Joan Edwards

BIOL 231(F,S) Marine Ecology Crosslistings: MAST 311/BIOL 231
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.
Class Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project Requirements/Evaluation: two tests, a research project, and a presentation Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-A Electives EXPE Experiential Education Courses

Fall 2015
LEC Section: 01 TBA Instructor: James Carlton

Spring 2016
LEC Section: 01 TBA Instructor: James Carlton

BIOL 297(F) Independent Study: Biology
Biology 200-level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the department.
Class Format: independent study
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: Joan Edwards

BIOL 298(S) Independent Study: Biology
Biology 200-level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the department.
Class Format: independent study
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: Joan Edwards

BIOL 301 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.
Class Format: lecture/discussion/laboratory, six hours per week Requirements/Evaluation: evaluation will be based on hour exams, short papers, and a final exam Prerequisites: BIOL 202 or permission of instructor Enrollment Limit: 24 Expected Class Size: 15 Enrollment Preferences: Biology majors Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Robert Savage

BIOL 302(F) Communities and Ecosystems (Q) Crosslistings: BIOL 302/ENVI 312
An advanced ecology course that examines how species interact with each other and their environment with a focus on conservation implications. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments but will also include some laboratory microcosm experiments. The laboratory component of the course will culminate with a self-designed independent or group project.
Class Format: lecture/laboratory, six hours a week Requirements/Evaluation: evaluation will be based on lab reports, a midterm exam, a term project presentation, and a final project paper Prerequisites: BIOL/ENVI 203 or 220 Enrollment Limit: 28 Expected Class Size: 24 Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives ENVS Group EB-A Electives EXPE Experiential Education Courses

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Manuel Morales
LAB Section: 02 W 01:00 04:00 Instructor: Manuel Morales

BIOL 305(S) Evolution (Q)
This course offers a critical analysis of contemporary concepts in biological 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, speciation, the inference of evolutionary history among others.
Class Format: lecture/discussion/laboratory, six hours per week Requirements/Evaluation: evaluation will be based on independent research project, problem sets, participation in discussions and exams Prerequisites: BIOL 202 Enrollment Limit: 24 Expected Class Size: 24 Enrollment Preferences: Biology majors Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses COGS Related Courses ENVS Group EB-A Electives

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Luana Maroja
LAB Section: 02 W 01:00 04:00 Instructor: Luana Maroja
LAB Section: 03 R 01:00 04:00 Instructor: Luana Maroja

BIOL 306 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.
Class Format: lecture/discussion/laboratory Requirements/Evaluation: evaluation will be based on three take-home tests, in-class discussion of papers, laboratory notebook/report, an independent lab research project, and a research paper Prerequisites: BIOL 202 Enrollment Limit: 24 Expected Class Size: 22 Enrollment Preferences: Biology majors; not open to first-year students Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Dawn Carone

BIOL 308 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.
Class Format: lecture/discussion/laboratory, six hours per week Requirements/Evaluation: evaluation will be based on lab reports, a term paper, and exams Prerequisites: BIOL 202 Enrollment Limit: 24 Expected Class Size: 12 Enrollment Preferences: Biology majors Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives ENVS Group EB-A Electives PHLH Nutrition,Food Security+Environmental Health

Not Offered Academic Year 2016
LEC Instructor: Claire Ting

BIOL 310(S) Neural Development and Plasticity Crosslistings: BIOL 310/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 fruitfly, to the more complicated nervous systems of humans, examining the roles played by genetically specified programs and non-genetic influences.
Class Format: lecture Requirements/Evaluation: exams Prerequisites: BIOL 212 (same as PSYC 212 or NSCI 201) and BIOL 202 (or permission of instructor) Enrollment Limit: 24 Expected Class Size: 24 Enrollment Preferences: Biology majors; Neuroscience concentrators; Psych majors Dept. Notes: does not satisfy the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives NSCI Group A Electives

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Tim Lebestky
LAB Section: 02 M 01:00 04:00 Instructor: Tim Lebestky
LAB Section: 03 R 01:00 04:00 Instructor: Tim Lebestky

BIOL 311(F) Neural Systems and Circuits Crosslistings: BIOL 311/NSCI 311
This course will examine the functional organization of the vertebrate brain, emphasizing both neuroanatomy and neurophysiology. How do specific populations of neurons and their connections analyze sensory information, form perceptions of the external and internal environment, make cognitive decisions, and execute movements? How does the brain produce feelings of reward/motivation and aversion/pain? How does the brain regulate homeostatic functions such as sleep, food intake, and thirst? We will explore these questions using a holistic, integrative approach, considering molecular/cellular mechanisms, physiological characterizations of neurons, and connectivity among brain systems. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing experiments to elucidate the structure and function of neural systems using classical and cutting-edge techniques.
Class Format: lecture/lab, six hours per week Requirements/Evaluation: class participation, laboratory notebooks and posters, hour exams and a final exam Prerequisites: BIOL 212 (same as PSYC 212 or NSCI 201) or BIOL 205 Enrollment Limit: 24 Expected Class Size: 24 Enrollment Preferences: Biology majors and Neuroscience concentrators Dept. Notes: does not satisfy the distribution requirement in Biology
Distributional Requirements: Division 3
Other Attributes: NSCI Group A Electives

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Matt Carter
LAB Section: 02 M 01:00 04:00 Instructor: Matt Carter
LAB Section: 03 T 01:00 04:00 Instructor: Matt Carter

BIOL 313(S) Immunology
The rapidly evolving field of immunology examines the complex network of interacting molecules and cells that function to recognize and respond to agents foreign to the individual. In this course, we will focus on the biochemical mechanisms that act to regulate the development and function of the immune system and how alterations in different system components can cause disease. Textbook readings will be supplemented with current literature.
Class Format: lectures, three hours a week; laboratory, three hours a week
Requirements/Evaluation: evaluation will be based on exams, laboratory reports, and a research paper Prerequisites: BIOL 202 Enrollment Limit: 24 Expected Class Size: 24 Enrollment Preferences: senior and then junior Biology majors Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives PHLH Biomedical Determinants of Health

Spring 2016
LEC Section: 01 MWF 11:00 11:50 Instructor: Damian Turner
LAB Section: 02 M 01:00 04:00 Instructor: Damian Turner
LAB Section: 03 T 01:00 04:00 Instructor: Damian Turner

BIOL 315(F) Microbiology: Diversity, Cellular Physiology, and Interactions
Bioterrorism and the alarming spread of antibiotic resistant bacteria are but two of the reasons for the resurgence of interest in the biology of microorganisms. This course will examine microbes from the perspectives of cell structure and function, genomics, and evolution. A central theme will be the adaptation of bacteria as they evolve to fill specific ecological niches, with an emphasis on microbe:host interactions that lead to pathogenesis. We will consider communication among bacteria as well as between bacteria and their environment. Topics include: microbial development, population dynamics, bioremediation, plant and animal defenses against infection, and bacterial strategies to subvert the immune system. In the lab, major projects will focus on horizontal gene transfer, metagenomics, and the isolation and characterization of bacteria from natural environments. Students will also use flow cytometry to investigate fundamental aspects of the mammalian immune system. The lab experience will culminate in multi-week independent investigations. Readings will be supplemented by articles from the primary literature.
Class Format: lectures, three hours a week; laboratory, three hours a week
Requirements/Evaluation: evaluation will be based on three exams, a lab report, and a poster presentation or term paper Prerequisites: BIOL 202 Enrollment Limit: 24 Expected Class Size: 24 Enrollment Preferences: senior and then junior Biology majors Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives ENVS Group EB-A Electives PHLH Biomedical Determinants of Health

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Lois Banta
LAB Section: 02 T 01:00 04:00 Instructor: Lois Banta
LAB Section: 03 W 01:00 04:00 Instructor: Lois Banta

BIOL 319 Integrative Bioinformatics, Genomics, and Proteomics Lab (Q) Crosslistings: BIOL 319/MATH 319/CHEM 319/PHYS 319/CSCI 319
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, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families 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 the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects 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 and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.
Class Format: two afternoons of lab, with one hour of lecture, per week
Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal Prerequisites: BIOL 202; or; students who have not taken BIOL 202 but have taken BIOL 101/AP Biology and CSCI 315 or PHYS 315, may enroll with permission of instructor; No prior computer programming experience is required Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: seniors, then juniors, then sophomores Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Core Courses BIMO Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Lois Banta

BIOL 321(F) Biochemistry I: Structure and Function of Biological Molecules (Q)
Crosslistings: BIMO 321/BIOL 321/CHEM 321
This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include 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 a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256 Enrollment Limit: 48 Expected Class Size: 48 Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses BIMO Required Courses

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Amy Gehring
LAB Section: 02 M 01:00 05:00 Instructor: Amy Gehring
LAB Section: 03 W 01:00 05:00 Instructor: Lawrence Kaplan
LAB Section: 04 R 01:00 05:00 Instructors: Lawrence Kaplan, Amy Gehring
LAB Section: 05 T 01:00 05:00 Instructor: Lawrence Kaplan
LAB Section: 06 F 01:00 05:00 Instructor: Lawrence Kaplan

BIOL 322(S) Biochemistry II: Metabolism (Q) Crosslistings: BIMO 322/BIOL 322/CHEM 322
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.
Class Format: lecture, three hours per week; laboratory, three hours per week
Requirements/Evaluation: evaluation is 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: BIOL 101 and CHEM 251/255 Enrollment Limit: 64 Expected Class Size: 64 Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses BIMO Required Courses

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Alex Engel
LAB Section: 02 M 01:00 04:00 Instructor: Alex Engel
LAB Section: 03 T 01:00 04:00 Instructor: Benjamin Carone
LAB Section: 04 W 01:00 04:00 Instructor: Benjamin Carone
LAB Section: 05 R 01:00 04:00 Instructor: Alex Engel

BIOL 405T 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.
Class Format: tutorial Requirements/Evaluation: evaluation will be based on five (4-5-page) papers; tutorial presentations, & the student's effectiveness as a critic Prerequisites: BIOL 202 and either BIOL/ENVI 203 or 204 or 302 or 305 or permission of instructor; open to juniors and seniors Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: senior Biology majors who have not taken a 400-level course Dept. Notes: satisfies the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Manuel Morales

BIOL 406 Dynamics of Internal Membrane Systems
Eukaryotic cells build and maintain a diverse set of internal membrane compartments, such as the endoplasmic reticulum, the Golgi compartment, and lysosomes, which exist as parts of an interconnected and dynamic membrane system. Each of these membrane compartments has unique functions despite a high rate of exchange between the different organelles. This course will mechanistically examine how the identity of organelles is achieved via highly regulated membrane trafficking events and investigate the importance of membrane trafficking in specialized biological processes including neurotransmission, glucose homeostasis, and immune cell killing. We will read classic and current primary literature articles and discuss the essential techniques, experimental design, and models of cell biology.
Class Format: seminar Requirements/Evaluation: discussion, three hours per week; evaluation will be based on class participation and 4 three page papers Prerequisites: BIOL 202 Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: open to juniors and seniors with preference given to senior biology majors who have not taken a 400-level course, then to juniors Distribution Notes: does not satisfy the distribution requirement in Biology Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Alex Engel

BIOL 407 Neurobiology of Emotion Crosslistings: BIOL 407/NSCI 347
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.
Class Format: lecture, three hours per week Requirements/Evaluation: evaluation will be based on class participation and several short papers Prerequisites: BIOL 202 and 212; open to juniors and seniors Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: senior Biology majors who have not taken a 400-level Biology course; then to eligible NSCI concentrators Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives NSCI Group A Electives

Not Offered Academic Year 2016
SEM

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.
Class Format: discussion, three hours per week Requirements/Evaluation: evaluation will be based on class participation and several short papers Prerequisites: BIOL 202; open to juniors and seniors Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: senior Biology majors who have not taken a 400-level course & BIMO concentrators Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Dawn Carone
SEM Section: 02 TR 11:20 12:35 Instructor: Dawn Carone

BIOL 414 Life at Extremes: Molecular Mechanisms
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.
Class Format: discussion, three hours per week Requirements/Evaluation: evaluation will be based on class participation and several short papers Prerequisites: BIOL 202; open to juniors and seniors Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: senior Biology majors who have not taken a 400-level course; then juniors Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives MAST Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Claire Ting

BIOL 416 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, vernalization, and programmed genome rearrangements. The significance of epigenetic processes for development, evolution, and human health will be discussed.
Class Format: discussion, three hours per week Requirements/Evaluation: evaluation will be based on class participation and several short papers Prerequisites: BIOL 202; open to juniors and seniors Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: senior Biology majors who have not taken a 400-level course, then juniors Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Benjamin Carone

BIOL 417(F) Translational Immunology: From Bench to Bedside
Recent advances in the field of immunology have led to the development of new approaches to prevent and treat diseases that affect millions of people worldwide. Drugs that modulate the body's natural immune response have become powerful tools in treating the world's major diseases—infection, autoimmunity and cancer. This course will use readings from the primary literature to explore central themes involved in translating basic research to new clinical and therapeutic approaches. Topics will include vaccine development, transplantation immunology, autoimmunity and cancer immunotherapy.
Class Format: seminar/conference Requirements/Evaluation: evaluation will be based on class participation and several short papers Prerequisites: BIOL 202; open to juniors and seniors Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: senior biology majors who have not taken a 400-level course; then juniors Dept. Notes: does not satisfy the distribution requirement in Biology Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: PHLH Biomedical Determinants of Health

Fall 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Damian Turner

BIOL 418(F) 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.
Class Format: seminar Requirements/Evaluation: four papers Prerequisites: BIOL 202 or permission of instructor Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: seniors and then juniors Dept. Notes: does not satisfy the distribution requirement in Biology Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Robert Savage
SEM Section: 02 TR 11:20 12:35 Instructor: Robert Savage

BIOL 422(F) Ecology of Sustainable Agriculture Crosslistings: BIOL 422/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, distribution systems, nutrient pools and processing in human dominated ecosystems. Two extensive 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 and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi-weekly intervals and due two days after the seminar to which they relate.
Class Format: seminar; two 75 minute sessions per week Requirements/Evaluation: evaluation will be based on writing assignments, seminar presentation, and course participation Prerequisites: BIOL/ENVI 203 or BIOL 302 or permission of instructor Enrollment Limit: 16 Expected Class Size: 12 Enrollment Preferences: open to juniors and seniors Dept. Notes: Satisfies the distribution requirement in Biology; the ENVS biology track; the Natural World distributional requirement of the Environmental Studies program Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option preference for WSP16 travel course *Sustainable Agriculture in California* will be given to students who have taken BIOL/ENVI 422
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-A Electives PHLH Nutrition,Food Security+Environmental Health

Fall 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Henry Art

BIOL 424T Conservation Biology (W) Crosslistings: BIOL 424/ENVI 424
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.
Format; tutorial/field trip, one to three hours per week. Requirements: evaluation will be based on 5 writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.
Class Format: tutorial/field trip, one to three hours per week Requirements/Evaluation: based on 5 writing assignments, tutorial presentation, performance in the role of paper critic, & course participation Prerequisites: BIOL/ENVI 203 or BIOL 302 or 305 or permission of instructor; open to juniors and seniors Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Biology majors who have not taken a 400-level course; then to senior Environmental Studies majors or concentrators Dept. Notes: satisfies the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: ENVI Natural World Electives

Not Offered Academic Year 2016
TUT Instructor: Joan Edwards

BIOL 426T Frontiers in Muscle Physiology: Controversies (W)
While an active muscle produces force, contraction of muscle is far from the only function of this intriguing organ system. Muscle plays a major role in metabolic regulation of organisms, acts as a glucose storage facility, regulates blood pressure in mammals, and produces numerous hormones. The mechanism for contractile activity varies not only among different organisms, but also among different muscles within the same organism. Controversies, disagreements, and arguments pervade the muscle biology literature perhaps because of the integrative nature of the science. In this tutorial course, we will utilize molecular, physiological, comparative, and evolutionary aspects of muscle biology to address current controversies of this dynamic tissue. Some questions that will be addressed include: 1) Lactic acid generated by skeletal muscle is / is not involved with fatigue at high exercise intensity, 2) Satellite cells are / are not obligatory for skeletal muscle hypertrophy, 3) Do mammals possess the same "stretch activation" of skeletal muscle as seen in insect flight muscle?, 4) Are smooth and skeletal muscles from the same lineage of cells, or do they represent convergent evolution on the tissue level?
After an initial group meeting, students meet weekly with a tutorial partner and the instructor for an hour each week. Every other week at this tutorial meeting, students present a written and oral critical analysis of the assigned research articles. Students not making a presentation question and critique the work of their colleague.
Class Format: tutorial meeting one hour a week Requirements/Evaluation: evaluation is based on five tutorial papers of four pages each, five critiques, tutorial presentations, and general participation Prerequisites: BIOL 205 Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Biology majors who have not had a 400-level biology course Dept. Notes: does not satisfy the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: BIMO Interdepartmental Electives

Not Offered Academic Year 2016
TUT

BIOL 430T(F) Genome Sciences: At the Cutting Edge (W)
Research in genomics has integrated and revolutionized the field of biology, including areas of medicine, plant biology, microbiology, and evolutionary biology. Moreover, recent developments in "metagenomics" (genomic studies of entire communities of microorganisms in natural environments, such as the mammalian gut and the deep sea) and "metatranscriptomics" (studies of genome wide changes in expression and mRNA levels in natural communities of organisms) have generated unprecedented knowledge about the genomic potential of a community and the in situ biological activity of different ecological niches. In this course we will explore how research in these and related areas, including proteomics, have advanced our fundamental understanding of (1) organisms in the three domains of life, and their interactions and evolutionary relationships; (2) biological systems and environments, such as the human body, extreme environments, and the oceans; (3) strategies for solving global challenges in medicine, agriculture, energy resources, and environmental sciences. During the course, students will meet each week for one hour with a tutorial partner and the instructor. Every other week, students will present a written and oral critical analysis of the assigned research articles. On alternate weeks, students will question/critique the work of their colleague.
Class Format: tutorial Requirements/Evaluation: evaluation will be based on five (4-5 page) papers, tutorial presentations, and the student's effectiveness as a critic Prerequisites: BIOL 202 Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: open to juniors and seniors; senior Biology majors who have not taken a 400-level course Dept. Notes: BIMO, BIGP; does not satisfy the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: BGNP Recommended Courses BIMO Interdepartmental Electives

Fall 2015
TUT Section: T1 TBA Instructor: Claire Ting

BIOL 493(F) Senior Thesis Research: Biology
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.
Class Format: independent study Dept. Notes: Senior majors and concentrators are required to participate in Biology Colloquium, which are scheduled for most Fridays at 1:10pm Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 3

Fall 2015
HON Section: 01 TBA Instructor: Joan Edwards

BIOL 494(S) Senior Thesis Research: Biology
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.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 3

Spring 2016
HON Section: 01 TBA Instructor: Joan Edwards

BIOL 499 Biology Colloquium
Scientists from around the country who are on the cutting edge of biological research come to talk about their work. Students of Biology at any level are welcome.
Class Format: lecture Extra Info: this is not a for-credit course; registration is not necessary to attend
Distributional Requirements: Non-divisional

Not Offered Academic Year 2016
LEC Instructor: Steven Swoap

CHEMISTRY (Div. III)

Chair, Professor AMY GEHRING

Professors: BINGEMANN**, GEHRING, KAPLAN**, LOVETT**, PARK*, PEACOCK-LÓPEZ, RICHARDSON**, T. SMITH, THOMAN. Associate Professors: C. GOH, S. GOH. Assistant Professors: BLAIR*, TAUROG**. Visiting Assistant Professor: BARBER. Senior Lecturer Emerita: SKINNER. Lecturer: MACINTIRE. Lab Instructors: NDUWUMWAMI, L. 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 130, 140, 150, 151; 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 Advanced Chemical Concepts (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 Quantum Chemistry and Chemical Dynamics
364 Instrumental Methods of Analysis
366 Thermodynamics and Statistical Mechanics
367 Biophysical Chemistry
368T Computational 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, Lovett, or Taurog.

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 Barber, 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's curriculum 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, 321, 335, 364, 361 (366 or 367) and at least 4 courses (two of which must have a laboratory component) from our remaining upper level electives: 319, 322, 324, 326, 336, 341, 342, 343, 344T, 348, 361, 366, 367, 368T, 493, 494, 497, 498, BIMO 401. In addition, students are strongly encouraged (though not required) to pursue independent research in some form. Students completing these requirement can be 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. You can find general study away guidelines for Chemistry here.

CHEM 113 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 Casey Anthony case, 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).
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on problem sets and/or quizzes, hour tests, a final exam, and laboratory performance Prerequisites: none; designed for the non-science major who does not intend to pursue a career in the natural sciences; not open to students who have taken CHEM 151, 153, 155, 156/251, or 256 Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: seniors and juniors
Distributional Requirements: Division 3
Other Attributes: JLST Enactment/Applications in Institutions SCST Elective Courses

Not Offered Academic Year 2016
LEC Instructor: Lawrence Kaplan

CHEM 115 AIDS: The Disease and Search for a Cure
Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus than any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine has now waned and HIV strains that are resistant to drug therapies are common. We are now three decades into the AIDS pandemic and the World Health Organization estimates that there are more than 34 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 prospects for developing an effective HIV vaccine.
Class Format: lecture, three hours per week Requirements/Evaluation: evaluation is based on problem sets, a midterm, quizzes, a final exam, and a paper/discussion Prerequisites: none; designed for the non-science major who does not intend to pursue a career in the natural sciences Enrollment Limit: 60 Expected Class Size: 60
Distributional Requirements: Division 3
Other Attributes: PHLH Biomedical Determinants of Health

Not Offered Academic Year 2016
LEC Instructor: Amy Gehring

CHEM 116(S) Chemistry and Physics of Cooking (Q)
Cooking is a creative and artistic process, but it is based on fundamental chemical and physical principles. In this course, which is intended for students who do not plan to major in the natural sciences, we explore these scientific principles and their application to the kitchen. We draw on edible examples such as chemical bonding and intermolecular forces (salting, emulsification, and spherification), acid-base chemistry (leavening, making jam, and macaroni and cheese), kinetics and thermodynamics (cooking styles and times), states of matter (carbonation, ices,

foams, and gels), types of chemical reactions (baking bread, grilling vegetables, tenderizing meat), and energy transfer (kitchen equipment and gadgets). The kitchen is a laboratory—in the classroom, we carry out experiments to demonstrate and to test these scientific concepts. This course also considers the science behind contemporary ideas in cooking known as "modernist cuisine" and/or "molecular gastronomy". Bon appetit!
Class Format: lecture Requirements/Evaluation: weekly quizzes and problem sets, two exams, and a paper Prerequisites: none, but students who have not taken high school chemistry should consult the instructor Enrollment Limit: 50 Expected Class Size: 50 Enrollment Preferences: seniors and juniors; not appropriate for CHEM, BIOL, or PHYS majors, or for those for have taken CHEM 151, 153, or 155
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 MWF 11:00 12:15 Instructor: John Thoman

CHEM 151(F) Intoductory Chemistry (Q)
This course provides an introduction to chemistry for those students with at most one year of chemistry at the high school level. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for 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.
Class Format: lecture, three times per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on frequent electronic and quantitative written weekly problem set assignments, laboratory work and reports, quizzes, two tests, and a final exam Prerequisites: students planning to enroll required to take online Chemistry Placement Test prior to registering for the course & to meet with a faculty member during First Days; students who have studied chemistry for one or more years are directed to CHEM 153 or 155
Enrollment Limit: none Expected Class Size: 60 Dept. Notes: CHEM 151 may be taken concurrently with MATH 102—see under Mathematics; CHEM 151 or its equivalent is prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration
Extra Info: information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/ may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BIMO Required Courses ENVS Group EC-A Electives

Fall 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Christopher Goh
LAB Section: 02 M 01:00 05:00 Instructor: Laura Strauch
LAB Section: 03 T 01:00 05:00 Instructor: Christopher Goh
LAB Section: 04 W 01:00 05:00 Instructor: Christopher Goh

CHEM 153(F) Concepts of Chemistry (Q)
This course furthers the foundation in chemistry for students who have had one year or more of chemistry at the high school level. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course 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. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamental ideas of chemistry as part of their general education.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam Prerequisites: students are required to take the online Chemistry Placement Test prior to registering for the course & to meet with a faculty member during First Days Enrollment Limit: none Expected Class Size: 60 Dept. Notes: one of CHEM 151 or 153 or 155 required for the BIMO concentration Extra Info: information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BIMO Required Courses ENVS Group EC-A Electives

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Lee Park
LAB Section: 02 M 01:00 05:00 Instructor: Sarah Goh
LAB Section: 03 T 01:00 05:00 Instructor: Laura Strauch
LAB Section: 04 W 01:00 05:00 Instructor: Laura Strauch
LAB Section: 05 R 01:00 05:00 Instructor: Laura Strauch

CHEM 155(F) Principles of Modern Chemistry (Q)
This course is intended for students with strong preparation in secondary school chemistry, for example through advanced placement courses (or equivalent) and laboratory experience. 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. This course is of interest for students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for students who want to explore the fundamental ideas of chemistry as part of their general education.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on quantitative weekly problem set assignments, laboratory work and reports, hour tests, and a final exam Prerequisites: students are required to take the online Chemistry Placement Test prior to registering for the course and to meet with a faculty member during First Days Enrollment Limit: none Expected Class Size: 36 Enrollment Preferences: none Dept. Notes: one of CHEM 151 or 153 or 155 required for the BIMO concentration Extra Info: information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/ may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BIMO Required Courses ENVS Group EC-A Electives ENVS Group EC-B Electives MTSC Related Courses

Fall 2015
LEC Section: 01 MWF 08:00 08:50 Instructor: John Thoman
LAB Section: 02 T 01:00 05:00 Instructor: John Thoman
LAB Section: 03 W 01:00 05:00 Instructor: John Thoman
LAB Section: 04 R 01:00 05:00 Instructor: Jenna MacIntire

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.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation will be based on quantitative problem sets, laboratory performance, including written lab reports, three midterm exams, and a final exam
Prerequisites: CHEM 151 or 153 or 155 or placement exam or permission of instructor
Enrollment Limit: 16 per lab Expected Class Size: 120 Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BIMO Required Courses ENVS Group EC-B Electives MTSC Related Courses

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Sarah Goh
LAB Section: 02 M 01:00 05:00
LAB Section: 03 T 01:00 05:00
LAB Section: 04 W 01:00 05:00
LAB Section: 05 R 01:00 05:00
LAB Section: 06 T 08:00 12:00
LAB Section: 07 M 07:00 11:00
LAB Section: 08 M 01:00 05:00
LAB Section: 09 W 01:00 05:00

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.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on midterm exams, problem sets, laboratory performance, including written lab reports, and a final exam Prerequisites: CHEM 156 or permission of instructor Enrollment Limit: 16 per lab Expected Class Size: 100
Distributional Requirements: Division 3
Other Attributes: BIMO Required Courses ENVS Group EC-B Electives MTSC Related Courses

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Thomas Smith
LAB Section: 02 M 01:00 05:00 Instructor: Asvelt Nduwumwami
LAB Section: 03 T 01:00 05:00 Instructor: Brooke Olson Blair
LAB Section: 04 W 01:00 05:00 Instructor: Asvelt Nduwumwami
LAB Section: 05 R 01:00 05:00 Instructor: Brooke Olson Blair
LAB Section: 06 T 08:00 12:00 Instructor: Jenna MacIntire
LAB Section: 07 M 07:00 11:00 Instructor: Asvelt Nduwumwami
LAB Section: 08 R 01:00 05:00 Instructor: Asvelt Nduwumwami

CHEM 255(F) Organic Chemistry: Intermediate Level—Special Laboratory Section
This course is a continuation of CHEM 156 and contains the same material as CHEM 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 CHEM 156 with placement based upon student selection and nomination by the CHEM 156 instructor. Participants attend their regular CHEM 251 lecture but attend the special laboratory section instead of a CHEM 251 laboratory section.
Class Format: lecture, three hours per week; laboratory, four hours per week; weekly one-hour discussion Requirements/Evaluation: evaluation is based on the requirements for the CHEM 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions Prerequisites: permission of instructor Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: sophomores Dept. Notes: course was developed under a grant from the Ford Foundation
Distributional Requirements: Division 3
Other Attributes: ENVS Group EC-B Electives MTSC Related Courses

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Thomas Smith
LAB Section: 02 M 01:00 05:00 Instructor: Anne Skinner

CHEM 256(S) Advanced Chemical Concepts
This course treats an array of topics in modern chemistry, emphasizing broad concepts that connect and weave through the various subdisciplines of the field—biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. It provides necessary background in chemical science for students who are planning advanced study or a career in chemistry, biological science, geoscience, environmental science, or a health profession. Topics include coordination complexes, thermodynamics, electrochemistry, kinetics, and nuclear chemistry. Laboratory work includes experiments involving synthesis, characterization, and reactivity studies of coordination and organic complexes, spectroscopic analyses, thermodynamics, electrochemistry, kinetics, and nuclear chemistry.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on homework assignments, laboratory work, hour tests, and a final exam Prerequisites: CHEM 251/255, or permission of instructor
Enrollment Limit: none Expected Class Size: 100 Dept. Notes: for the BIMO concentration, CHEM 256 not required if CHEM 155 was taken
Distributional Requirements: Division 3
Other Attributes: BIMO Required Courses ENVS Group EC-B Electives MTSC Related Courses

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Charles Lovett
LAB Section: 02 M 01:00 05:00
LAB Section: 03 T 01:00 05:00
LAB Section: 04 W 01:00 05:00
LAB Section: 05 R 01:00 05:00
LAB Section: 06 T 08:00 12:00

CHEM 319 Integrative Bioinformatics, Genomics, and Proteomics Lab (Q) Crosslistings: BIOL 319/MATH 319/CHEM 319/PHYS 319/CSCI 319
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, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families 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 the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects 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 and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.
Class Format: two afternoons of lab, with one hour of lecture, per week
Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal Prerequisites: BIOL 202; or; students who have not taken BIOL 202 but have taken BIOL 101/AP Biology and CSCI 315 or PHYS 315, may enroll with permission of instructor; No prior computer programming experience is required Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: seniors, then juniors, then sophomores Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Core Courses BIMO Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Lois Banta

CHEM 321(F) Biochemistry I: Structure and Function of Biological Molecules (Q) Crosslistings: BIMO 321/BIOL 321/CHEM 321
This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include 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 a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256 Enrollment Limit: 48 Expected Class Size: 48
Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses BIMO Required Courses

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Amy Gehring
LAB Section: 02 M 01:00 05:00 Instructor: Amy Gehring
LAB Section: 03 W 01:00 05:00 Instructor: Lawrence Kaplan
LAB Section: 04 R 01:00 05:00 Instructors: Lawrence Kaplan, Amy Gehring
LAB Section: 05 T 01:00 05:00 Instructor: Lawrence Kaplan
LAB Section: 06 F 01:00 05:00 Instructor: Lawrence Kaplan

CHEM 322(S) Biochemistry II: Metabolism (Q) Crosslistings: BIMO 322/BIOL 322/CHEM 322
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.
Class Format: lecture, three hours per week; laboratory, three hours per week
Requirements/Evaluation: evaluation is 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: BIOL 101 and CHEM 251/255 Enrollment Limit: 64 Expected Class Size: 64 Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses BIMO Required Courses

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Alex Engel
LAB Section: 02 M 01:00 04:00 Instructor: Alex Engel
LAB Section: 03 T 01:00 04:00 Instructor: Benjamin Carone
LAB Section: 04 W 01:00 04:00 Instructor: Benjamin Carone
LAB Section: 05 R 01:00 04:00 Instructor: Alex Engel

CHEM 324(S) Enzyme Kinetics and Reaction Mechanisms
Enzymes are complex biological molecules capable of catalyzing chemical reactions with very high efficiency, stereo-selectivity and specificity. The study of enzymatically-catalyzed reactions gives insight into the study of organic reaction mechanisms in general, and into the topic of catalysis especially. This course explores the methods and frameworks for determining enzymatic reaction mechanisms. These methods are based on a firm foundation of organic reaction mechanisms and chemical kinetics. We will investigate the major types of biochemical reactions, focusing on their catalytic mechanisms and how those mechanisms can be elucidated. We will lay the foundation for this mechanistic consideration with discussion of transition state theory, structure-reactivity relationships, steady state and pre-steady kinetics, use of isotopes, genetic modification, and other tools for probing enzymatic reactions. We will also examine the catalytic roles of a variety of vitamins and cofactors.
Class Format: lecture, three hours per week Requirements/Evaluation: evaluation is based on problem sets, quizzes, a midterm exam, a paper, and a final exam Prerequisites: CHEM/BIOL/BIMO 321 or permission of instructor Enrollment Limit: none Expected Class Size: 10
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives

Spring 2016
LEC Section: 01 TR 09:55 11:10

CHEM 326 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.
Class Format: lecture, three hours per week Requirements/Evaluation: evaluation is based on class participation, several short papers, and a final research paper Prerequisites: CHEM/BIOL/BIMO 321 Enrollment Limit: 19 Expected Class Size: 16 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Jimmy Blair

CHEM 335(F,S) Inorganic/Organometallic Chemistry
This course addresses fundamental aspects in the chemistry of transition metals, main group elements, and *f*-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, 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, their mechanisms and roles in nitrogen fixation, catalysis, solar energy, medicine, and nuclear energy. Through exploration of primary literature and review articles we will discuss recent developments and applications in the field.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on problem sets, exams, and an independent project Prerequisites: CHEM 155 or 256 and 251/255 Enrollment Limit: 16 Expected Class Size: 16
Distributional Requirements: Division 3
Other Attributes: MTSC Related Courses

Fall 2015
LEC Section: 01 Cancelled
LAB Section: 02 Cancelled

Spring 2016
LEC Section: 01 TR 08:30 09:45 Instructor: Patrick Barber
LAB Section: 02 T 01:00 05:00 Instructor: Patrick Barber

CHEM 336 Materials Chemistry
Materials Science focuses on the study of bulk physical properties such as hardness, electrical conductivity, optical behavior, and elasticity. Materials chemists bridge the gap between traditional synthetic chemists and materials scientists, by working to understand the relationships between bulk physical properties, length scale (mesoscale, nanoscale), and molecular structure. This course will cover a variety of different types of materials and their properties including solids (insulators, semiconductors, conductors, superconductors, magnetic materials), soft materials (polymers, gels, liquid crystals), nanoscale structures, and organic electronics. We'll examine some of the latest developments in materials chemistry, including new strategies for the synthesis and preparation of materials on different length scales, as well as a variety of potential applications of emerging technologies. Laboratory work will include

analysis of thermal properties, optical properties, force curves, as well as the preparation and measurement of mesoscale and nanoscale structures and their properties.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation is based on problem sets, reviews of research articles, hour exams, and a final exam **Prerequisites:** CHEM 155 or 256 and 251/255 **Enrollment Limit:** 16 **Expected Class Size:** 16
Distributional Requirements: Division 3
Other Attributes: MTSC Core Courses

Not Offered Academic Year 2016
LEC Instructor: Lee Park

CHEM 341 Toxicology and Cancer **Crosslistings:** CHEM 341/ENVI 341
What is a poison and what makes it poisonous? Paracelcus 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.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation is 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:** CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry
Enrollment Limit: 30 **Expected Class Size:** 24 **Dept. Notes:** required for the Chemistry track through the Environmental Science major and satisfies the Natural World requirement for the Environmental studies concentration
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives ENVI Natural World Electives ENVS Group EB-A Electives ENVS Group EC-B Electives PHLH Biomedical Determinants of Health

Not Offered Academic Year 2016
LEC Instructor: David 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.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on problem sets, midterm exams, laboratory work, a final project, and class participation **Prerequisites:** CHEM 251/255 **Enrollment Limit:** 12 **Expected Class Size:** 12
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: BIMO Interdepartmental Electives

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Thomas Smith
LAB Section: 02 M 01:00 05:00 Instructor: Thomas Smith

CHEM 343 Medicinal Chemistry
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.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation is based on problem sets, midterm exams, class participation, and a final project **Prerequisites:** CHEM 251 & BIOL 101 or permission of instructor; not open to students who have taken CHEM 111 or CHEM 112 **Enrollment Limit:** 36 **Expected Class Size:** 24
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives PHLH Biomedical Determinants of Health

Not Offered Academic Year 2016
LEC Instructor: Thomas Smith

CHEM 344T Physical Organic Chemistry
This course extends the background derived from previous chemistry courses to the understanding of organic reaction mechanisms. Correlations between structure and reactivity are examined in terms of kinetic and thermodynamic parameters including: solvent effects, isotope effects, stereochemical specificity, linear free energy relationships, acid/base theory, delocalized bonding, and aromaticity. For the first 7 weeks, the class meets once a week for an introductory lecture. A second tutorial meeting between the instructor and 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.
Class Format: tutorial, 90 minutes per week; lecture, one hour per week; laboratory, four hours per week **Requirements/Evaluation:** evaluation is based on problem sets, participation, laboratory work, and a final laboratory paper **Prerequisites:** CHEM 251/255 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Chemistry majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives

Not Offered Academic Year 2016
TUT Instructor: Sarah Goh

CHEM 348(F) Polymer Chemistry
From synthetic to natural macromolecules, we encounter polymers everywhere and everyday. This course explores the multitude of synthetic techniques available and discusses how structure defines function. Topics include condensation and chain (anionic, cationic, radical) polymerizations, dendrimers, controlling molecular weight, ring opening, and biopolymer syntheses. Fundamentals of composition and physical properties of polymers, and methods of characterization are also covered.
Class Format: lecture, two meetings per week **Requirements/Evaluation:** evaluation is based on problem sets, participation, two exams, and a final project **Prerequisites:** CHEM 251/255 **Enrollment Limit:** 36 **Expected Class Size:** 36 **Enrollment Preferences:** Chemistry majors
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives MTSC Related Courses

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Sarah Goh

CHEM 361(F) Quantum Chemistry and Chemical Dynamics
This course provides an introduction to quantum mechanics which serves as the basis for understanding atomic and molecular structure as well as spectroscopic methods. This leads to a discussion of chemical kinetics and molecular reaction dynamics in the gas phase and in solution.Computational chemistry methods are used to illustrate chemical concepts, to interpret experimental data, and to extend hypotheses. Applications of these principles are chosen from contemporary research fields, including polymer chemistry, 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.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on class participation, problem sets, exams,laboratory work, and an independent project. **Prerequisites:** CHEM 155 or 256
Enrollment Limit: none **Expected Class Size:** 12
Distributional Requirements: Division 3
Other Attributes: MTSC Related Courses

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Enrique Peacock-Lopez
LAB Section: 02 W 01:00 05:00 Instructor: Enrique Peacock-Lopez
LAB Section: 03 M 01:00 05:00 Instructor: Enrique Peacock-Lopez

CHEM 364(F,S) Instrumental Methods of Analysis **Crosslistings:** CHEM 364/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. Student will gain knowledge and understanding of the theory and practical use of a variety of instrumental techniques; including, but not limited to, chromatography, mass spectrometry, thermal methods, electroanalytical techniques, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies, with examples drawn from the current literature. Analytical chemical and instrumental techniques will be developed in the lecture and extensively applied within the laboratory. These skills are useful in a wide variety of scientific areas. Through exploration of primary literature and review articles we will discuss recent developments in instrumental methods and advances in the approaches used to address modern analytical questions.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on class participation, problem sets, oral presentation and discussion of selected topics, laboratory work, and an independent project
Prerequisites: CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 8
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives ENVI Natural World Electives ENVS Group EB-A Electives ENVS Methods Courses MTSC Related Courses

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Patrick Barber
LAB Section: 02 T 01:00 05:00 Instructor: Patrick Barber
LAB Section: 03 R 01:00 05:00 Instructor: Patrick Barber

Spring 2016
LEC Section: 01 Cancelled
LAB Section: 02 Cancelled

CHEM 366(S) Thermodynamics and Statistical Mechanics
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.
Class Format: lecture, three hours per week; laboratory, four hours per week; discussion, one hour per week **Requirements/Evaluation:** evaluation is based on class participation, oral presentations, problem sets, laboratory work, and an independent project. **Prerequisites:** CHEM 155 or 256, and basic knowledge of applied integral and differential calculus
Enrollment Limit: none **Expected Class Size:** 12
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives MTSC Related Courses

Spring 2016
LEC Section: 01 MWF 11:00 12:15 Instructor: Enrique Peacock-Lopez
LAB Section: 02 W 01:00 05:00 Instructor: Enrique Peacock-Lopez

CHEM 367(S) Biophysical Chemistry
This course is designed to provide a working knowledge of basic physical chemistry to students primarily interested in the biochemical, biological, or medical professions. Topics of physical chemistry are presented from the viewpoint of their application to biochemical problems. Three major areas of biophysical chemistry are discussed: 1) the conformation of biological macromolecules and the forces that stabilize them; 2) techniques for the study of biological structure and function including spectroscopic, hydrodynamic, electrophoretic, and chromatographic; 3) the behavior of biological macromolecules including ligand interaction and conformational transitions.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on problem sets and/or quizzes, laboratory work, hour tests, and a final exam Prerequisites: CHEM 155 or 256 and 251/255, and MATH 140 or equivalent Enrollment Limit: 24 Expected Class Size: 24 Enrollment Preferences: junior and senior Chemistry majors
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives

Spring 2016
LEC Section: 01 MWF 11:00 11:50
LAB Section: 02 T 01:00 05:00
LAB Section: 03 R 01:00 05:00

CHEM 368T(S) Computational Chemistry and Molecular Spectroscopy (Q)
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 will use computational methods to explore assigned weekly research problems. The research results will be presented to and discussed with the tutorial partner at the end of each week.
Class Format: tutorial, meeting time to be determined Requirements/Evaluation: evaluation is based on tutorial participation, presentations, and submitted papers Prerequisites: CHEM 361 or equivalent background in Physics Enrollment Limit: none Expected Class Size: 5
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
TUT Section: T1 MWF 12:00 12:50 Instructor: Dieter Bingemann

CHEM 393(F) Junior Research and Thesis: Chemistry
Chemistry junior research and thesis.
Class Format: independent study
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: Amy Gehring

CHEM 394(S) Junior Research and Thesis: Chemistry
Chemistry junior research and thesis.
Class Format: independent study
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: Amy Gehring

CHEM 397(F) Independent Study, for Juniors: Chemistry
Chemistry independent study for juniors.
Class Format: independent study
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: Amy Gehring

CHEM 398(S) Independent Study, for Juniors: Chemistry
Chemistry independent study for juniors.
Class Format: independent study
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: Amy Gehring

CHEM 493(F) 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.
Class Format: independent study Requirements/Evaluation: may not be taken on a pass/fail basis; not available for the fifth course option Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 3

Fall 2015
HON Section: 01 TBA Instructor: Amy Gehring

CHEM 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.
Class Format: independent study Requirements/Evaluation: may not be taken on a pass/fail basis; not available for the fifth course option Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 3

Spring 2016
HON Section: 01 TBA Instructor: Amy Gehring

CHEM 497(F) Independent Study, for Seniors: Chemistry
Chemistry 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.
Class Format: independent study
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: Amy Gehring

CHEM 498(S) Independent Study, for Seniors: Chemistry
Chemistry 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.
Class Format: independent study
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: Amy Gehring

CLASSICS (Div. I)

Chair, Professor AMANDA WILCOX

Professors: CHRISTENSEN, HOPPIN. Associate Professors: DEKEL*, WILCOX. Assistant Professor: RUBIN.

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. You can find general study away guidelines for Classics here.

CLASSICS COURSES

CLAS 101 The Trojan War (W) Crosslistings: CLAS 101/COMP 107
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 millenia 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*.
Class Format: lecture and discussion Requirements/Evaluation: evaluation will be based on a series of short papers involving close textual analysis, two 5-page papers, and contributions to class discussion Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: majors in Classics and Comparative Literature, with attention also given to assuring a balance of class years and majors
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MAST Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Meredith Hoppin

CLAS 102(S) Roman Literature: Foundations and Empire Crosslistings: CLAS 102/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 the 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.*
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on short written assignments, midterm and final exams with essays, and contributions to class discussion Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15 Enrollment Preferences: first-year students and sophomores and majors in Classics and Comparative Literature
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: Amanda Wilcox

CLAS 200 History of the Book Crosslistings: CLAS 200/ASST 200/HIST 392/REL 260/COMP 280
From ancient clay tablets, bamboo strips, and papyrus rolls to modern hardbacks, paperbacks, and e-readers, no object has so broadly and deeply represented the capacity for humans to create, preserve, and transmit knowledge, information, and ideas as the book. Books have been worshiped and condemned, circulated and censored, collected and destroyed. From works of art to ephemeral trash, they have been public and private, sacred and profane, magical and commonplace. Likewise, notions of the book have influenced every subsequent form of communication and transmission, whether we are browsing film and song "libraries" or "scrolling" down "pages" on the web. This course will explore aspects of the material, social, cultural, and intellectual history of the book, from the invention of the earliest writing systems through the modern development of digital media. Our inquiry will span the globe and the millennia, but we will pay special attention to the ancient and medieval Chinese, Greek, and Latin traditions and their enduring influence in the modern world. Topics will include orality and literacy, manuscript production, the invention and spread of printing, typography, reading culture, notions of authorship, libraries and collections, censorship, and the digital book. Through a variety of readings, hands-on exercises, and interactions with our abundant library resources, we will investigate how the changing form and function of the book interact across its long and diverse history. *All readings are in translation*.
Class Format: seminar Requirements/Evaluation: class participation, short written assignments, and a final project Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: none Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP ; meets Division 2 requirement if registration is under ASST, HIST or REL
Distributional Requirements: Division 1
Other Attributes: HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM Instructor: Edan Dekel

CLAS 203(F) History of Ancient Greek Philosophy Crosslistings: PHIL 201/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.
Class Format: lecture/discussion Requirements/Evaluation: short papers, possibly supplemented by one or more exams Prerequisites: none; open to first-year students Enrollment Limit: none Expected Class Size: 20-40 Dept. Notes: Required course for Philosophy majors Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Keith McPartland

CLAS 205 Ancient Wisdom Literature Crosslistings: REL 205/CLAS 205/COMP 217/JWST 205
The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two longer papers Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2
Other Attributes: JWST Core Electives

Not Offered Academic Year 2016
LEC Instructor: Edan Dekel

CLAS 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis Crosslistings: REL 207/COMP 250/JWST 207/CLAS 207
How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. *All readings are in translation.*
Class Format: discussion Requirements/Evaluation: evaluation will be based on class participation and several writing assignments Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: students who have already taken a course in Biblical literature Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP or CLAS
Extra Info: core course for COMP
Distributional Requirements: Division 2
Other Attributes: ARAB Arabic Studies Electives JWST Core Electives

Not Offered Academic Year 2016
LEC Instructor: Edan Dekel

CLAS 208 Ancient Greek Religion Crosslistings: CLAS 208/REL 208
This course explores the nature and evolution of ancient Greek religion from the Bronze Age (1200s BCE) 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*.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on several short papers, a midterm, a final research paper, and class participation Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15 Enrollment Preferences: majors and potential majors in Classics and Religion Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC

CLAS 210 The New Testament: Purpose, History and Method (W) Crosslistings: REL 210/CLAS 210/COMP 213
The New Testament is the most important collection of documents in the Christian religion. This course offers overviews and discussions of the origin and purpose of the writings, their influence throughout history, and the development of methods of readings of the texts. We start with the origin of the writings before they became collected into the New Testament, and ask: what forms of writings (genres) in Greco-Roman culture were available to the authors of the new scriptures, and how they were used for the purpose of shaping faith in Jesus Christ and creating communities? Why just these scriptures were included, and not others, for instance, the Gospel of Thomas, is another much discussed question. The impact of the New Testament writings upon society is a problematic history; for instance, they have been used to support negative attitudes to Jews, women and homosexuals. This raises the issue of how to read the New Testament. There are many different ways of reading the New Testament; perhaps the most common way to read it is as Scripture, important for one's religious faith. In this course, however, we will focus on scholarly and academic readings of the New Testament. But they, too, have gone through many changes, influenced by contemporary methods, e.g. historical-critical ones in the 19th and into 20th century, more recently, by literary, feminist and post-colonial readings. Through extensive readings of New Testament writings in their cultural and historical context, documentations of their use in history, and recent theories of interpretation, the aim is to gain an independent position on the New Testament as a historical and religious document.
Class Format: lecture/discussion Requirements/Evaluation: one class presentation; three 3-page papers, one 5- to 7-page paper, and a final paper (15 pages) Prerequisites: none; open to all Enrollment Limit: 19 Expected Class Size: 10 Enrollment Preferences: sophomores Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Halvor Moxnes

CLAS 213 Greek Art and Myth Crosslistings: ARTH 213/CLAS 213
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 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 millenium 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, Aischylos, Sophokles, 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.
Class Format: lecture Requirements/Evaluation: two short papers, quiz, hour test, final exam, required fieldtrip to The Metropolitan Museum in New York Prerequisites: none
Enrollment Limit: 45 Expected Class Size: 45
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH pre-1600 Courses

Not Offered Academic Year 2016
LEC Instructor: Elizabeth McGowan

CLAS 216 Body of Evidence: Greek Sculpture and the Human Figure Crosslistings: ARTH 216/CLAS 216
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.
Class Format: lecture Requirements/Evaluation: two short papers, midterm, final exam
Prerequisites: none Enrollment Limit: 30 Expected Class Size: 25
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH pre-1600 Courses

Not Offered Academic Year 2016
LEC Instructor: Elizabeth McGowan

CLAS 218(F) Gnosis, Gnostics, Gnosticism (W) Crosslistings: REL 218/COMP 218/CLAS 218
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*.
Class Format: lecture/discussion Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: students with prior coursework in biblical or other ancient literature or history Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 Writing Intensive

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: David Brakke

CLAS 222(S) Greek History Crosslistings: CLAS 222/HIST 222
Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest developments in Greek culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world. The readings will concentrate on original sources, including historical writings, philosophy, poetry, and oratory.
Class Format: lecture/discussion Requirements/Evaluation: 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: 25 Expected Class Size: 25
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Kerry Christensen

CLAS 223 Roman History Crosslistings: CLAS 223/HIST 223
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.
Class Format: lecture/discussion Requirements/Evaluation: 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 Class Size: 40
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Kerry Christensen

CLAS 224(S) Roman Archaeology and Material Culture Crosslistings: CLAS 224/HIST 224/ANTH 235/ARTH 235
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm, and a final exam **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 30 **Enrollment Preferences:** majors or prospective majors in Classics, History, Art History, and Anthropology **Distribution Notes:** meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST or ANTH
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH pre-1600 Courses HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: Benjamin Rubin

CLAS 226T The Ancient Novel (W) Crosslistings: CLAS 226/COMP 226
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.
Class Format: tutorial **Requirements/Evaluation:** alternating papers and critiques **Prerequisites:** none; not open to students who took this course as CLAS 105/COMP 113 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and first-years intending to major in Classics, Comparative Literature, English, or another literature **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Amanda Wilcox

CLAS 236(S) Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern Crosslistings: ARTH 236/CLAS 236/ENVI 236
This course traces the obscure history of demigods (satyrs, centaurs, nymphs, Pan, etc.) from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between the mythology of demigods and ancient political theory concerning primitive life; the relationship between the mythology and evolving conceptions of the environment, and the capacity of the visual arts to generate and transmit mythology that has a limited literary counterpart.
Individual demigods occasionally interact with gods or heroes, and end up in the pages of a book. But animal-human hybrids are usually envisioned en masse and exist primarily in visual art, where they thrive to this day. The interpretation of demigods has changed over time, keeping up with developments in ethics and evolving hierarchies of genre and taste. Demigods have been subordinated to the status of decoration, or banished altogether. In antiquity, they are hardly ornamental. Embodied in satyrs, nymphs, Pan, and the others is a collective vision of an alternate evolutionary trajectory and cultural history. In this parallel world, humans and animals not only talk to each other, they live similar lives, intermarry, and create new species. The distinction between nature and culture is not meaningful. Male and female are more or less equal. The industrial revolution never happens. How much of the ancient conceptual framework informing the representation of demigods survives along with the visual imagery? We will examine the origins and mythology of the demigods in works of ancient art, including sculpture and painted vases, such as the François vase and the Parthenon, and ancient texts, such as Hesiod's *Theogony* and Ovid's *Metamorphoses*. We will contextualize the representations within ancient intellectual history via texts ranging in genre from Old Comedy and political theory to theology, religious history, philosophy, and ethics (e. g., Aristophanes, Demokritos, and Lucretius). We will investigate the survival of the ancient myth of evolutionary alterity. This will include consideration of the imagery of fifteenth- and sixteenth-century Italian painters such as Piero di Cosimo, Dosso Dossi, and Titian, the reevaluation of nature by the Romantics, Nietzsches' *Birth of Tragedy* and twentieth-century artists such as Picasso. We will also explore the function of demigods in modern literature from C. S. Lewis and J. K. Rowling.
Students who have some knowledge of the history of art (e. g., ARTH 101-102) will be well prepared to take this course. But it is designed to be comprehensible and meaningful to students with no background in art history.
The requirements of the course include: attendance; preparing and answering questions for discussion; one midterm, one final exam, and one final paper.
Class Format: lecture **Requirements/Evaluation:** attendance, participation, midterm exam, final exam, final short research paper **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 30 **Enrollment Preferences:** Art-History majors, Classics majors, sophomores, lottery
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1600 Courses

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Guy Hedreen

CLAS 241T Sex and Gender in Ancient Greece and Rome (D) (W) Crosslistings: CLAS 241/COMP 241/WGSS 241
In the ancient Mediterranean world, sexuality and gender shaped a broad range of attitudes and actions. These categories created and reinforced difference in virtually every aspect of life, from the household to the political arena. This course examines the diverse discourses and practices around sexuality and gender in the cultures of ancient Greece and Rome, while also dismantling false assumptions about the continuity of the "classical" past with our own contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragedy and comedy (Euripides, Terence), epic (Homer, Ovid) and lyric poetry (Sappho, Catullus), novels, epitaphs, and early saints' lives, in order to gain a deeper and more complex understanding of how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological framework through which we approach those primary sources. The course fulfills the EDI requirement by providing sufficient context for students to make independent investigations of how literary and religious texts and practices engaged with political and social institutions to maintain different life courses and different systems of reckoning for the value of men's lives, women's lives, and the lives of individuals who didn't fit easily into either category. Additionally, the course will promote students' capacity to critically evaluate two past cultures that have long been important sources for intellectual and cultural traditions in the West, and which are still invoked today, sometimes misleadingly, to explain or justify positions and practices of privilege or oppression.
Class Format: tutorial **Requirements/Evaluation:** five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors or intended majors in Classics, WGSS, and Comparative Literature **Distribution Notes:** meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Amanda Wilcox

CLAS 248 Greek Art and the Gods Crosslistings: ARTH 238/CLAS 248/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 Olympos, 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, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.
Class Format: lecture and discussion **Requirements/Evaluation:** midterm exam, final exam, final paper **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** 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 **Dept. Notes:** satisfies the pre-1400 requirement **Distribution Notes:** meets Division 1 requirement if registration is under ARTH and CLAS; meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH pre-1600 Courses

Not Offered Academic Year 2016
LEC Instructor: Guy Hedreen

CLAS 258(F) Divine Kingship in the Ancient Mediterranean Crosslistings: CLAS 258/ANTH 258/HIST 394/REL 213
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm and a final exam **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** majors or prospective majors in Classics, Anthropology, Art History, and History **Distribution Notes:** meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under ANTH, HIST or REL
Distributional Requirements: Division 1
Other Attributes: HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Fall 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Benjamin Rubin

CLAS 262 Performing Greece and Rome Crosslistings: CLAS 262/THEA 262/COMP 270
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.
Class Format: seminar **Requirements/Evaluation:** 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 **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** 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
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Meredith Hoppin

CLAS 283 The Great Library of Alexandria: Collecting and Connoisseurship in the Ancient World Crosslistings: CLAS 283/COMP 293/HIST 325/ARTH 283
During the early third century BCE, the Ptolemaic kings of Egypt built the Great Library of Alexandria to serve as a repository for all human knowledge. Such an audacious project of collection has rarely been attempted either before or since. At its height, the Great Library was reputed to house over 700,000 books from across the Greek world, as well as many translations of texts originally written in Latin, Hebrew, Egyptian, and even Sanskrit. Attracted by the vast stores of knowledge, scholars, artists, and poets flocked to the Great Library to create one of the most vibrant intellectual communities the world has ever known. In this course, we will examine the development and influence of the Great Library and its sister institution, the Mouseion (or "Museum") from a variety of cultural and historical perspectives. We will begin by exploring the political motives of the Ptolemaic kings and their reception of earlier traditions of collecting in the Greek and Near Eastern worlds. We will then turn to the intellectual and artistic activity at the Library itself, with special attention to the development of notions of connoisseurship and canon across various disciplines. Although implicated in the Ptolemies' political agenda, the scholars living and working in the Great Library were granted extraordinary freedom to pursue new ideas that transformed literature, science, and the arts forever. Readings will include selections from Theocritus' *Idylls*, Apollonius' *Argonautica* and Eratothenes' *Geography*. Finally, we will examine the legacy of the Great Library from the Roman empire to the present day, focusing particularly on how the concept of a universal archive has shaped the collecting practices of everything from modern art museums and Google Books to such governmental entities as the NSA. *All readings are in translation.*
Class Format: lecture Requirements/Evaluation: evaluation will be based on classroom performance, three response papers, one 12- to 15-page paper, and a midterm exam
Prerequisites: none Enrollment Limit: 30 Expected Class Size: 20 Enrollment Preferences: preference given to majors or prospective majors in Classics, History, and Comparative Literature Distribution Notes: meets Division 1 requirement if registration is under CLAS, COMP or ARTH; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Benjamin Rubin

CLAS 289T Socrates (W) Crosslistings: PHIL 289/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.
Class Format: tutorial Requirements/Evaluation: five tutorial papers and a final paper
Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: first-years and sophomores; some preference will be given to prospective Philosophy and Classics majors Dept. Notes: meets History requirement only if registration is under PHIL Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses

Not Offered Academic Year 2016
TUT Instructor: Keith McPartland

CLAS 306(S) The Good Life in Greek and Roman Ethics (W) Crosslistings: PHIL 306/CLAS 306
Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his Republic. We will then turn to Aristotle's Nicomachean Ethics. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's *On the Ends of Good and Evil.* As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life.
This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.
Class Format: seminar Requirements/Evaluation: several short response pieces. A final paper of 10-15 pages Enrollment Limit: 9 Expected Class Size: 9 Enrollment Preferences: juniors & seniors & students who can demonstrate an interest in the subject matter of the class; there will not be any preference purely on the basis of major; final selection for the course will be made on the basis of an interview with the instructor Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses

Spring 2016
SEM Section: 01 M 05:00 09:00 Instructor: Keith McPartland

CLAS 320T Enchantment and the Origins of Poetry (W) Crosslistings: CLAS 320/COMP 320/CLGR 410
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.*
Class Format: tutorial Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: preference given to majors in Classics and Comparative Literature
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Edan Dekel

CLAS 323 Leadership, Government, and the Governed in Ancient Greece (W) Crosslistings: CLAS 323/LEAD 323/HIST 323
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.
Class Format: lecture/discussion Requirements/Evaluation: 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) Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred; open to first-year students with instructors permission Enrollment Limit: 19 Expected Class Size: 12 Distribution Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
LEC Instructor: Kerry Christensen

CLAS 330 Plato (W) Crosslistings: PHIL 330/CLAS 330
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.
Class Format: lecture/discussion; this class will be a roughly equal mixture of lectures, student presentations, and seminar discussion Requirements/Evaluation: 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: PHIL 101, PHIL 102 or permission of instructor; a prior course in logic will be extremely helpful, but is not necessary Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: upper-level Philosophy and Classics majors Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
LEC Instructor: Keith McPartland

CLAS 332 Aristotle's Metaphysics (W) Crosslistings: PHIL 332/CLAS 332
In this course we will study Aristotle's *Metaphysics* concentrating of books *gamma-theta*. Aristotle sets out to study being *qua* being, or what is insofar as it is. The thoughts that Aristotle expresses in these books were instrumental in setting an intellectual agenda that dominated western thought through the Middle Ages and provided the backdrop against which the modern philosophical tradition arose. Furthermore, many of the issues that Aristotle takes up in these books remain of central importance in contemporary philosophy. Our main goal in this course is to work our way through Aristotle's text which can be extremely daunting, and to reconstruct his

central positions and his arguments for these positions. We will also read selections from the vast secondary literature on Aristotle's *Metaphysics*.
Class Format: seminar Requirements/Evaluation: discussion leadership, weekly short papers, term paper Prerequisites: PHIL 201, CLAS 203 Enrollment Limit: 12 Expected Class Size: 8-10 Enrollment Preferences: Philosophy and Classics majors Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses

Not Offered Academic Year 2016
SEM Instructor: Keith McPartland

CLAS 334 Greek and Roman Ethics (W) Crosslistings: PHIL 334/CLAS 334
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.
Class Format: seminar Requirements/Evaluation: several short response pieces, two 10-page papers which will involve substantial revision in light of instructor feedback, active participation in seminar meetings Prerequisites: PHIL 221 or permission of instructor Enrollment Limit: 15 Expected Class Size: 10-15 Enrollment Preferences: Philosophy and Classics majors Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Keith McPartland

CLAS 340(F) Roman Cities in the Near East (D) Crosslistings: CLAS 340/ANTH 240/HIST 340
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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on classroom performance, one 15-minute oral presentation, one 10- to 12-page paper, a midterm and a final exam. Prerequisites: none Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: majors or prospective majors in Classics, Anthropology, Art History, and History Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under HIST or ANTH
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Benjamin Rubin

CLAS 341 Envisioning Empire: Geography in the Graeco-Roman World (D)
Crosslistings: CLAS 341/HIST 341/ARTH 239
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 of implications geographical sources produced under the Roman Empire, including the *Res Gestae* of Augustus, Strabo's *Geography* and Tacitus' *Germania*. We will also look at maps and other visual representations of the Roman world, such as the personification groups depicted on the Roman imperial cult temples at Aphrodisias and Pisidian Antioch. Discussion will focus on 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.
Class Format: seminar/lecture/discussion Requirements/Evaluation: evaluation will be based on classroom performance; a midterm and one 12-15 page paper Prerequisites: none Enrollment Limit: 25 Enrollment Preferences: majors or prospective majors in Classics, Anthropology, and History Distribution Notes: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM Instructor: Benjamin Rubin

CLAS 485T After Rome (W) Crosslistings: HIST 485/CLAS 485
What happened to the Western Roman Empire? Did barbarians destroy it, did internal weakness undermine it, or did its participants voluntarily set it aside in favor of new cultural, social and political ideas? How did the evaporation of imperial political and military structures change the cultural and religious fabric of Europe? And above all, what is it that divides the ancient from the medieval world? Few questions in European history have occupied historians as insistently as these, and yet for all the lengthy books, ponderous documentaries, and political polemics, we are no closer to a consensus view. This tutorial will approach these timeless questions, first, through a comparative survey of the post-Roman Mediterranean, considering North Africa, Spain, Italy, Gaul, and the Byzantine East in turn. We will consult key primary sources for each region, including tax records, laws, narrative histories, letters, religious texts and archeological finds, as they are variously available. This first-hand experience with the problems of post-Roman history will prepare us to engage with secondary scholarship on the late imperial and early medieval worlds. Alongside the classic catastrophist readings of post-Roman history, which see the centuries after 476 CE as a period of severe economic and social dislocation, we will explore more recent arguments that seek to circumvent the problem of Rome's fall by positing an era of economic, cultural and intellectual continuity from the fifth through the eighth centuries.
Class Format: tutorial Requirements/Evaluation: six essays (5-7 pages each) and six critiques, together with a longer, final essay (ca. 10 pages) Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
TUT Instructor: Eric Knibbs

CLAS 493(F) Senior Thesis: Classics
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.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 1

Fall 2015
HON Section: 01 TBA Instructor: Amanda Wilcox

CLAS 494(S) Senior Thesis: Classics
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.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 1

Spring 2016
HON Section: 01 TBA Instructor: Amanda Wilcox

CLAS 497(F) Independent Study: Classics
Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.
Class Format: independent study
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Amanda Wilcox

CLAS 498(S) Independent Study: Classics
Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.
Class Format: independent study
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Amanda Wilcox

CLAS 499(F,S) Senior Colloquium
This two-semester course is required for all senior Classics majors and usually meets four times each semester. Our activities vary from year to year but normally include presentations by seniors who are taking independent studies or writing Honors theses in Classics, as well as meetings with guest speakers and distinguished visiting professors.
Although required for the Classics major, this is a non-credit course and does not count toward the number of semester courses required for the Classics major or for graduation. Senior majors are expected to attend every colloquium unless excused in advance.
Class Format: colloquium Extra Info: students must arrange their class schedules so that they can meet on Wednesdays between 12:15 and 1:10
Distributional Requirements: Non-divisional

Fall 2015
LEC Section: 01 TBA Instructor: Amanda Wilcox

Spring 2016
LEC Section: 01 TBA Instructor: Amanda Wilcox

GREEK COURSES
CLGR 101(F) 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).
Class Format: recitation/discussion Requirements/Evaluation: evaluation will be based on frequent quizzes, tests, and a final exam Prerequisites: none; designed for students who are beginning Greek or have studied less than two years of Greek in secondary school; students with some previous experience in Greek may want to enroll in CLGR 102 only (consult the department) Enrollment Limit: 15 Expected Class Size: 8-10 Extra Info: credit granted only if both semesters (CLGR 101 and 102) are taken
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Kerry Christensen

CLGR 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).
Class Format: recitation/discussion **Requirements/Evaluation:** evaluation will be based on frequent quizzes, tests, and a final exam **Prerequisites:** CLGR 101 or permission of department **Enrollment Limit:** 15 **Expected Class Size:** 8-10 **Extra Info:** credit granted only if both semesters (CLGR 101 and 102) are taken
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MWF 11:00 12:15 Instructor: Kerry Christensen

CLGR 201(F) Intermediate Greek
Reading of selections from Hesiod and from Plato, combined with grammar review. The primary goal of this course is to develop fluency in reading Greek. We will also read the texts closely to explore important continuities and changes in Greek culture between the archaic and classical periods. The emphasis will vary from year to year, but possible subjects to be explored include: the education and socialization of the community's children and young adults; religion and cult practices; the performative aspects of epic (and choral) poetry and of prose genres like oratory and the philosophical dialogue; traditional oral poetry and storytelling and the growth of literacy; the construction of woman, of man; the development of the classical polis.
Class Format: recitation/discussion **Requirements/Evaluation:** evaluation will be based on classroom participation, quizzes, tests, and a final exam **Prerequisites:** CLGR 101-102 or two years of Greek in secondary school **Enrollment Limit:** 12 **Expected Class Size:** 5-10
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Meredith Hoppin

CLGR 401(S) Homer: The Iliad
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.
Class Format: seminar **Requirements/Evaluation:** class participation, short written exercises and/or oral reports, midterm and final exams, and a final paper **Prerequisites:** CLGR 201 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 5-6
Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Meredith Hoppin

CLGR 402 Homer: The Odyssey
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.
Class Format: seminar **Requirements/Evaluation:** class participation, short written assignments and/or oral reports, a midterm and final exams, and a final paper **Prerequisites:** CLGR 201 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 5-6
Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Edan Dekel

CLGR 403 Poetry and Revolution in Archaic Greece
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.
Class Format: recitation/discussion **Requirements/Evaluation:** 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:** CLGR 201 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 5-6
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC

CLGR 404 Tragedy
Tragedy was a hybrid genre invented in sixth-fifth century Athens, where tragic performances in the city's festival of the Greater Dionysia played a vital role in the democratic polis. This course will focus on reading in Greek a complete tragedy of Sophokles or Euripides; we will also read in translation several other tragedies, a satyr-play, and a comedy of Aristophanes. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which 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.
Class Format: seminar/recitation/discussion **Requirements/Evaluation:** 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:** CLGR 201 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 4-5
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Meredith Hoppin

CLGR 405 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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, a midterm exam, a final paper, and a final exam **Prerequisites:** CLGR 201 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 5
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Edan Dekel

CLGR 406T Coming of Age in the Polis (W) **Crosslistings:** CLGR 406/WGSS 406
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.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on the translations, reports, and critiques presented in the tutorial sessions **Prerequisites:** CLGR 201 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 6-8 **Distribution Notes:** meets Division 1 requirement if registration is under CLGR; meets Division 2 requirement if registration is under WGSS **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Meredith Hoppin

CLGR 407(F) Rhetoric and Democracy: the Greek Orators
The Greek orators of the 4th-century BCE 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; 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. In this course 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, Isocrates, and Demosthenes, as well as portions of speeches by other orators such as Aeschines, Antiphon, and Dinarchus.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class translation and discussion, several short exercises, a midterm, a final paper, and a final translation exam **Prerequisites:** CLGR 201 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 6-8
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Kerry Christensen

CLGR 409 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?
Class Format: seminar **Requirements/Evaluation:** 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 instructor **Enrollment Limit:** 12 **Expected Class Size:** 5-6 **Enrollment Preferences:** if oversubscribed, preference given to majors in Classics, Philosophy, Comparative Literature, English or another literature
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Amanda Wilcox

CLGR 410T Enchantment and the Origins of Poetry (W) **Crosslistings:** CLAS 320/COMP 320/CLGR 410
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.*
Class Format: tutorial Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10
Enrollment Preferences: preference given to majors in Classics and Comparative Literature
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Edan Dekel

CLGR 412 Herodotus
This course will focus on the reading in Greek of Herodotus' Histories, his multivalent and deeply human account of how and why several hundred years of contact and conflict between the Greek city-states and non-Greek peoples to the east culminated in the Persian invasion of Greece. We will explore the ways in which his rich narrative style and intellectual landscape reflect the influence of Greek and near-eastern oral traditions, Ionian philosophical thought, Greek tragedy, and contemporary Athenian rhetoric and philosophy. We will also study his use of anthropological methods, ethnography, and geography in explaining human events. Among the many themes that permeate his work, we will pay special attention to the working of divine versus human justice, the mutability of human affairs, the nature of authority, the role of family, and the quest for wisdom.
Class Format: seminar Requirements/Evaluation: class participation, two short written assignments, a midterm exam, a final paper, and a final exam Prerequisites: CLGR 201 or permission of instructor Enrollment Limit: 12 Expected Class Size: 8 Enrollment Preferences: Classics majors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Kerry Christensen

CLGR 413 Hellenistic Poetry
After the death of Alexander the Great in 323 BCE, a new cultural center emerged in the recently founded city of Alexandria in Egypt. From across the Greek-speaking world, intellectuals who were both scholars and poets flocked to Alexandria's Museion (the shrine to the Muses) and its renowned library to categorize and organize the literature of the past while creating new kinds of poetry and poetic ideals. This course surveys the poetry of Hellenistic period with a focus on the "big three" poets of the third century, Callimachus, Theocritus, and Apollonius of Rhodes, who were especially influential on later Latin poetry of the Republic and Augustan ages. As we read a variety of texts including epigrams, hymns, mimes, pastoral idylls, and selections from epic, we will pay close attention to issues of genre, the tension between tradition and innovation, and the cultural context of Greco-Egyptian Alexandria.
Class Format: seminar Requirements/Evaluation: based on class participation, shorter written exercises and/or oral reports, midterm and final exams, and a final paper
Prerequisites: CLGR 201 or permission of instructor Enrollment Limit: 12 Expected Class Size: 5-7 Enrollment Preferences: Classics majors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Leanna Boychenko

LATIN COURSES
CLLA 101(F) 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).
Class Format: recitation/discussion Requirements/Evaluation: evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam Prerequisites: none; this course is designed for the student with no previous preparation in Latin or with only a little Latin who wishes a refresher; students with some previous experience in Latin may want to enroll in CLLA 102 only (consult the department) Enrollment Limit: 15 Expected Class Size: 8-10
Extra Info: credit granted only if both semesters (CLLA 101 and 102) are taken
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Meredith Hoppin

CLLA 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).
Class Format: recitation/discussion Requirements/Evaluation: evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam Prerequisites: CLLA 101 or permission of department Enrollment Limit: 18 Expected Class Size: 10-12 Extra Info: credit granted only if both semesters (CLLA 101 and 102) are taken
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MWF 11:00 12:15 Instructor: Benjamin Rubin

CLLA 201(F) Intermediate Latin: The Late Republic
Reading of selections from Latin prose and poetry, normally from a speech or letters by Cicero and from the poetry of Catullus. This course includes a comprehensive review of Latin grammar and aims primarily at developing fluency in reading Latin. At the same time it acquaints students with one of the most turbulent and important periods in Roman history and attends to the development of their interpretative and analytic skills.
Class Format: recitation/discussion Requirements/Evaluation: 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: CLLA 101-102 or 3-4 years of Latin in secondary school; consult the department Enrollment Limit: 12 Expected Class Size: 6-10
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Amanda 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.
Class Format: discussion/recitation Requirements/Evaluation: evaluation will be based on class participation, a midterm exam, a final paper, and a final exam Prerequisites: CLLA 201 or permission of instructor Enrollment Limit: 12 Expected Class Size: 10
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Amanda Wilcox

CLLA 401 Plautus' Rome Made Visible
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.
Class Format: seminar Requirements/Evaluation: class preparation and participation, several short essays or oral presentations, a longer final paper, and midterm and final exams
Prerequisites: CLLA 302 or permission of instructor Enrollment Limit: 12 Expected Class Size: 5-7 Enrollment Preferences: majors and prospective majors in Classics and Comparative Literature
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Meredith Hoppin

CLLA 403 The Invention of Love: Catullus and the Roman Elegists
This course will explore the development of Latin love poetry in the first century BCE. Beginning with Catullus, we will examine the influence of Greek lyric poetry on the evolution of the genre as well as Roman attitudes toward love exhibited in other literature of the Late Republic. We will then turn to the full development of the elegiac form in the love poems of Propertius, Tibullus, and Sulpicia. Finally, we will explore the transformation of the genre in Ovid's *Amores*. The goal throughout is to investigate the conventions, innovations, and problems of expressing personal desire and longing amid the social and political upheaval of the transition from Republic to Principate.
Class Format: discussion/recitation Requirements/Evaluation: evaluation will be based on class participation, a midterm exam, a final paper, and a final exam Prerequisites: CLLA 302 or permission of instructor Enrollment Limit: 12 Expected Class Size: 10-12 Enrollment Preferences: Classics majors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Edan Dekel

CLLA 405 Livy and Tacitus: Myth, Scandal, and Morality in Ancient Rome
Mythical stories of Rome's founding, which were formulated by many generations of Roman authors and public figures, served as a framework for these very thinkers to analyze and articulate Roman self-image in rich and creative ways; one who stands out among these figures is the Augustan historian Livy. The "second founding" of the Republic by Augustus, and the careers of his successors, in turn gave later Roman writers like Tacitus fresh inspiration for Roman self-imagining and self-analysis.
We will begin the semester in mythical Rome, reading selections from Book 1 of Livy's history which present figures like Aeneas, the Trojan refugee whose arrival in Italy was conceptually crucial to Rome's development and position in Italy and the Mediterranean; Romulus, by whom Rome was founded in an act of fratricide; the Sabine women, whose nobility prevented a deadly war between their fathers and their Roman kidnappers; and Lucretia, whose virtue and self-sacrifice led to the liberation of Rome from a decadent and violent monarchy and to the founding of the Roman Republic. We will examine how Livy deploys the storyteller's art to excite his readers' pathos, indignation, and sympathy; we will examine as well how Livy often filters his account of mythical Rome through the lens of his own time, thereby constructing Rome's past through the Augustan present.
Writing more than a century after Livy, Tacitus offers a different view of Augustus, and his account of the rude and dissolute Tiberius, the unscrupulous Livia, Rome's craven and dispirited senators, and the many scandals attached to the imperial family, figures a Rome once again suffering under a decadent monarchy. Tacitus's compressed, fastidious, inimitable prose is the vehicle for his stern yet often sardonic psychological insights, which subtly manage to combine moral judgment with prurient pleasure in the scandals of others.
Class Format: discussion Requirements/Evaluation: evaluation will be based on class preparation and participation, an 8- to 10-page paper, a midterm, and a final exam
Prerequisites: CLLA 302 or permission of instructor Enrollment Limit: 12 Expected Class Size: 6
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Kerry 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.
Requirements/Evaluation: 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: CLLA 302 or permission of instructor
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 TF 02:35 03:50 Instructor: Meredith 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 their country and themselves 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 justifiably are regarded as the twin summits of classical Latin prose. In this course we will read extensive selections from Caesar's commentaries (the *Bellum Gallicum* and *Bellum Civile*) and from Cicero's speeches and letters, aiming throughout at a better understanding of these authors' stylistic achievements and performing careful analysis of their pragmatic persuasive goals.
Class Format: recitation/discussion Requirements/Evaluation: 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: CLLA 302 or permission of instructor Enrollment Limit: 12 Expected Class Size: 6-9
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Amanda Wilcox

CLLA 408 Roman Comedy
About fifteen years after the Romans' hard-fought victory over Hannibal and the Carthaginians in the devastating Second Punic War, Plautus presented to his Roman audience a new comedy, *Poenulus* (*The Little Carthaginian*). Surprisingly, Plautus' little Carthaginian seems to be the hero of the play. This course will engage the vexed questions surrounding the interpretation of this play and its many Carthaginian characters through a variety of approaches. We will consider how genre, the play's political, social, and religious contexts, and especially different aspects of performance might influence our understanding of the play. While focusing on the *Poenulus*, we will explore the textual and archaeological evidence for ancient dramatic performance, and we will read other plays by Plautus. Finally, we will consider the influence of Roman comedy on later comedic traditions, from commedia dell' arte to the modern musical and the sitcom.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation (including a brief dramatic performance), an article review, one paper of 8-10 pages, a midterm and a final exam Prerequisites: CLLA 302 or permission of instructor Enrollment Limit: 12 Expected Class Size: 8-10 Enrollment Preferences: if the course is oversubscribed, preference will be given to majors and potential majors in Classics and Comparative Literature Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Erin Moodie

CLLA 409 Seneca and the Self
Through a close reading of selections from his *Dialogues*, *Epistulae Morales,* and a tragedy (probably *Medea*), this course will consider ethical and literary dimensions of self-fashioning, self-examination, and the conception of self in the Stoic philosophy of the younger Seneca. The focus of this course lies squarely in the first century CE, and on the analysis of Seneca's own texts. We will begin, however, with an introduction to the ethics of Roman Stoicism through the personae theory of Panaetius as recorded in Cicero's *De Officiis*. Moreover, we will read and discuss selections from some of Seneca's most famous and influential interpreters, including Montaigne and Foucault, in order to enrich our understanding of contemporary assessments of his work and to gain an appreciation of Seneca's considerable influence on later theorizations of selfhood.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, several short written and oral assignments, midterm and final exams, and a final paper Prerequisites: CLLA 302 or permission of instructor Enrollment Limit: 12 Expected Class Size: 5-10
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Amanda Wilcox

CLLA 412 Roman Ethnography
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.
Class Format: seminar Requirements/Evaluation: class participation, a midterm exam, an 8- to 10-page final paper, and a final exam Prerequisites: CLLA 302 or permission of instructor Enrollment Limit: 12 Expected Class Size: 6-9 Enrollment Preferences: majors or prospective majors in Classics, History, Art History
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Benjamin Rubin

CLLA 414 Vergil's Eclogues and Georgics
This course will explore the two major works of Vergil that precede the *Aeneid: the Eclogues*, a series of ten pastoral poems that range widely across personal, political, and mythological themes; and the *Georgics*, a longer didactic poem in four books that uses an agricultural framework to examine issues of life, death, power, suffering, and love. The goal throughout is to investigate the literary, political, and social dimensions of the poems with special attention to their relationship to earlier models, as well as their exquisite poetic craftsmanship
Class Format: seminar Requirements/Evaluation: class participation, a midterm exam, a final paper, and a final exam Prerequisites: CLLA 302 or permission of instructor Enrollment Limit: 15 Expected Class Size: 10 Enrollment Preferences: Classics majors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Edan Dekel

COGNITIVE SCIENCE (Div. II)

Chair, Professor JOSEPH CRUZ

Advisory Committee: Professors: CRUZ, DANYLUK, KIRBY, H. WILLIAMS***, ZAKI. 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
JAPN 130 Intro. to Linguistic Analysis
NSCI 201/BIOL 212/PSYC 212 Neuroscience
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 Cognition and Education
REL 288/PHIL 288 Embodiment and Consciousness: 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 209/NSCI 209 Animal Communication
BIOL 305 Evolution
MATH 250 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. You can find general study away guidelines for Cognitive Science here.

COGS 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science **Crosslistings:** COGS 222/PHIL 222/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.
Class Format: lecture/discussion **Requirements/Evaluation:** midterm and final exams, and self-paced weekly exercises **Prerequisites:** PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** first-year and sophomore students **Dept. Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributional Requirements: Division 2
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses PSYC 200-level Group A Courses

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructors: Kris Kirby, Joseph Cruz

COGS 493(F) Senior Seminar: Cognitive Science
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.
Class Format: seminar or tutorial, depending on enrollment **Requirements/Evaluation:** several short assignments, final paper, attendance and participation **Prerequisites:** permission of program chair **Dept. Notes:** primarily intended for and required of senior cognitive science concentrators, but open to juniors and seniors with permission of instructor
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Joseph Cruz

COGS 494(S) Senior Thesis: Cognitive Science
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.
Class Format: independent study **Prerequisites:** permission of program chair
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Joseph Cruz

COGS 497(F) Independent Study: Cognitive Science
Cognitive Science independent study.
Class Format: independent study **Prerequisites:** permission of program chair
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Joseph Cruz

COGS 498(S) Independent Study: Cognitive Science
Cognitive Science independent study.
Class Format: independent study **Prerequisites:** permission of program chair
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Joseph Cruz

COMPARATIVE LITERATURE (Div. I)

Chair, Associate Professor CHRISTOPHER NUGENT

Professors: BELL-VILLADA, CASSIDAY, DRUXES, S. FOX, FRENCH, KAGAYA, NEWMAN, ROUHI, VAN DE STADT. Associate Professors: C. BOLTON***, DEKEL*, HOLZAPFEL**, MARTIN**, NUGENT, PIEPRZAK, THORNE**, WANG. Assistant Professors: BRAGGS, VARGAS. Visiting Assistant Professor: EQEIQ. Mellon Post-Doctoral Fellow: FRIEDMAN.

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 media, 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.

Students majoring in comparative literature choose one of two tracks. Both tracks prepare students for a range of options after graduation, by developing analytical, interpretive, and evaluative skills and by allowing the student, within a framework of general requirements, to create a program of study primarily shaped by the student's own interests.

MAJOR

Track 1

This track within the Comparative Literature major combines the focused study of a single foreign-language literature with a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Each student on this track 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 track 1 of the major:
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 117 Introduction to Cultural Theory
COMP 200 European Modernism—and its Discontents
COMP 205 The Book of Job and Joban Literature
COMP 223 Comparative Middle Eastern and Latin American Cultural Studies
COMP 242 Americans Abroad
COMP 243 Modern Women Writers and the City
COMP 259 Adultery in the Nineteenth-Century Novel
COMP 340 Literature and Psychoanalysis
COMP 345 Museums, Memorials, and Monuments: The Representation and Politics of Memory
COMP 380 Literary and Critical Theory in the Twentieth Century

Students should aim to 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 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.

Track 2

This track within the Comparative Literature major allows for a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Students in this track are not required 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 track 2 of 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 at least one of 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 , but not limited to, the foreign language programs and English, Religion, Africana Studies, Latino/Latina Studies, and Women's, Gender, and Sexuality Studies. See above under "Track 1" for some examples of core courses. (Please be aware that this is not an exhaustive list; consult with a major advisor about which courses may count as cores.) Students 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

Prerequisites

Honors candidates in Comparative Literature 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 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 in track 1 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. But all students can benefit from study abroad; literature courses from abroad are often candidates for credit as major electives. You can find general study away guidelines for Comparative Literature here.

COMP 104 Critical Approaches to Theatre and Performance (D) Crosslistings: THEA 104/COMP 104
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.
Class Format: seminar Requirements/Evaluation: 5 structured writing&creative assignments based on thematic elements of the course, as well as a final "Company" performance; in-class participation, writing, & discussion Prerequisites: none Enrollment Limit: 18 Expected Class Size: 14 Enrollment Preferences: Theater majors and Comparative Literature majors Dept. Notes: this course is a requirement for and is suggested as an introduction to the major in Theatre Extra Info: participation in all LABS; all students enrolled in the course are also required to attend the departmental theatre productions
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: PERF Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Amy Holzapfel

COMP 106(S) Temptation (W) Crosslistings: ENGL 107/COMP 106
We want most those things we can't—or shouldn't—have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.
Class Format: seminar Requirements/Evaluation: four five-page papers, in-class presentation, thoughtful participation in discussions Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Emily Vasiliauskas

COMP 107 The Trojan War (W) Crosslistings: CLAS 101/COMP 107
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 millenia 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*.
Class Format: lecture and discussion Requirements/Evaluation: evaluation will be based on a series of short papers involving close textual analysis, two 5-page papers, and contributions to class discussion Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: majors in Classics and Comparative Literature, with attention also given to assuring a balance of class years and majors
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MAST Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Meredith Hoppin

COMP 108(S) Roman Literature: Foundations and Empire Crosslistings: CLAS 102/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 the 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.*
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on short written assignments, midterm and final exams with essays, and contributions to class

discussion **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** first-year students and sophomores and majors in Classics and Comparative Literature
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: Amanda Wilcox

COMP 110(S) **Introduction to Comparative Literature** **Crosslistings:** COMP 110/ENGL 241
Comparative literature involves reading and analyzing literature drawn from different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including romanticism, realism, and postmodernism; national traditions arising in Western and Eastern Europe, Asia, and Latin America; and media including prose fiction, graphic memoir, 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 selections of literary theory that define literature and its goal in abstract or philosophical terms. Assignments will focus on close, creative reading of relatively short texts by authors like Homer, Sei Shônagon, Kleist, Tolstoy, Zola, Borges, Wilde, Mamet, Bechdel, and others. *All readings will be in English.*
Class Format: lecture **Requirements/Evaluation:** attendance, participation, two 5-page papers, a few short responses, final exam **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 35 **Enrollment Preferences:** students considering a major in Comparative Literature **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Christopher Bolton

COMP 111(F) **The Nature of Narrative (W)** **Crosslistings:** COMP 111/ENGL 120
This course focuses on the nature and function of narrative using a wide range of texts from different traditions and genres. We will analyze the ways in which some of the world's best works of fiction, as well as other types of writing such as articles and blogs, make use of narrative to communicate their concerns, and we will accompany the readings with a few pertinent theoretical texts. The works of fiction may include stories from Antiquity, works by Cervantes, Austen, Gogol, Flaubert, Kafka, Zweig, and García Márquez. We will also read a selection of theoretical and critical texts. *All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.*
Class Format: seminar **Requirements/Evaluation:** meaningful class participation, two short papers, and a final paper of l0 pages, which will consist of a draft and a final version **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students considering a major in Comparative Literature and who have studied a foreign language **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive

Fall 2015
SEM Section: 01 MWF 12:00 12:50 Instructor: Leyla Rouhi

COMP 115(F) **Rumble in the Jungle: Major Postcolonial Writers and Movements (D) (W)** **Crosslistings:** ENGL 115/COMP 115
The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians were busy using the blunt tools of violence and political rabble-rousing to advance one side or another, many artists, writers, and theorists challenged the simplistic oppositions that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi. In asking students to think broadly and comparatively about discourses of otherness and their impact on artistic, philosophical, and other cultural production, this course will contribute to the college's Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** class participation, presentation, 20 pages of writing in the form of 4 short position papers, final research paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ASAM Related Courses

Fall 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Anjuli Raza Kolb

COMP 117(S) **Introduction to Cultural Theory (W)** **Crosslistings:** ENGL 117/COMP 117
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.
Class Format: discussion/seminar **Requirements/Evaluation:** five short papers totaling about 20 pages, class attendance and participation **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Christian Thorne

COMP 151(F) **Introduction to Theatre** **Crosslistings:** THEA 101/COMP 151
This introductory course serves as a general gateway to the study of Theatre. The course investigates principal areas of Theatre practice, including the Play and Playwright, Actor, Director, Designer, Audience, and Company. Through lectures, class discussions, performance practice, and hands-on laboratory sessions, students will encounter dramatic texts and theatrical contexts from a variety of traditions around the globe. Dramatists covered may include: Sophocles, Shakespeare, Zeami, Molière, Chekhov, Beckett, and Parks. Students are expected to complete reading and writing assignments, as well as to participate in practical projects in the labs. This course is open to all and welcomes non-Theatre majors. For students interested in the Theatre major, this course fulfills a primary requirement and should be taken during one's first or second year.
Class Format: lecture **Requirements/Evaluation:** three short papers; in-class writing; mid-term Company studio presentation; final Company performance and portfolio **Prerequisites:** none **Enrollment Limit:** none **Expected Class Size:** 30 **Enrollment Preferences:** none
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Robert Baker-White
LAB Section: 02 R 02:35 03:50 Instructor: Robert Baker-White

COMP 153(F) **Japanese Film** **Crosslistings:** COMP 153/JAPN 153
From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. *All texts are translated or subtitled*. All levels welcome.
Class Format: lecture **Requirements/Evaluation:** attendance, participation, some responses, two papers (5-7 pages), test **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** students majoring in a related field
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Christopher Bolton

COMP 156(F) **Thirteen Ways of Looking at Jazz (D) (W)** **Crosslistings:** AFR 156/COMP 156/AMST 156/ENGL 223
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 and revise short close analyses of multiple types of media, ultimately honing their writing skills on one form of media for a polished, original analysis that weds their increased critical thinking skills. 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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based upon class participation, 1 quiz, several 2-page response essays, one 3-page essay, one 5-page essay, one oral presentation/performance with 3-page critical report, totaling approximately 20 pages of written work **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none **Distribution Notes:** meets Division 2 requirement if registration is under AFR and AMST; meets Division 1 requirement if registration is under COMP or ENGL **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Rashida Braggs

COMP 172 **Myth in Music (W)** **Crosslistings:** MUS 172/COMP 172
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?
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, three 6-8page papers (with revisions), and a final presentation **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** students with a demonstrated interest in literature or music **Dept. Notes:** MUS Group A Electives—class of 2016
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MUS Group A Electives

Not Offered Academic Year 2016

COMP 200 **European Modernism—and Its Discontents**

What is/was Modernism? An artistic movement? A new dynamic and sensibility? A transformative response to changed conditions? All these and more? This course will attempt to deal with such issues via examination of certain key works spanning the years 1850-1930. Topics to be considered: the rise of industrial capitalism and the literary market, advances in science and technology, urban alienation and social conflict, anti-"bourgeois" stances, the displacement of religion, the fragmented self, the proliferation of multiple perspectives, the breaks with the past and privileging of the present, and the horrors of war. To be studied: poetry by Baudelaire, Yeats, and Neruda; prose fiction by Dostoevsky, Kafka, Proust, Joyce, and Woolf; drama by Beckett; 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.*
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, brief weekly journals, one class presentation, three 6-page papers, a mid-term, and a final **Prerequisites:** none; first-year students must consult with the instructor before registering for this course **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** students considering a major in Comparative Literature
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Gene Bell-Villada

COMP 201 The Hebrew Bible **Crosslistings:** REL 201/COMP 201/JWST 201
The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, short written assignments, and two to three longer papers **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** Jewish Studies concentrators, Religion and Comparative Literature majors **Distribution Notes:** meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Other Attributes: ARAB Arabic Studies Electives JWST Gateway Courses

Not Offered Academic Year 2016
LEC Instructor: Edan Dekel

COMP 202(F) Modern Drama **Crosslistings:** THEA 229/ENGL 202/COMP 202
An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *Three Sisters*; Shaw, *Heartbreak House*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Beckett, *Waiting for Godot*; Miller, *Death of a Salesman*; Pinter, *The Homecoming*; Churchill, *Cloud Nine*; and Stoppard, *Arcadia*.
Class Format: lecture **Requirements/Evaluation:** two 5-page papers, regular journal entries or postings, and active participation in class discussions **Prerequisites:** none **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** English and Theatre majors and students who have taken an English or Theatre course **Dept. Notes:** satisfies the THEA 248 requirement for Theatre major **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories C

Fall 2015
SEM Section: 01 Cancelled

COMP 203(F) Nineteenth-Century Russian Literature in Translation **Crosslistings:** RUSS 203/COMP 203
This course introduces students to landmark texts of 19th century Russian literature, exploring their aesthetic, social and philosophical implications and significance. We will begin by reading Pushkin, Lermontov and Gogol's innovative realist variations on pre-existing Romantic literary tropes. We will then trace how these initial themes and ideas are expanded upon and given new dimensions by subsequent "giants" of Russian realism: Dostoevsky and Tolstoy. Additional literary and ideological issues of the century will be addressed in the works of Turgenev and Goncharov, two other representative authors of the "Golden Age". Finally, we will turn to the works of Chekhov, which accentuate ambiguity and uncertainty within the realist method of portrayal, thus anticipating modernist sensibilities of the 20th century. Knowledge of Russian is not required; all course readings will be in English.
Class Format: lecture **Requirements/Evaluation:** participation, short written responses, an oral presentation, research paper **Prerequisites:** none **Enrollment Limit:** none **Expected Class Size:** 15 **Enrollment Preferences:** students majoring or considering a major in Russian or Comparative literature
Distributional Requirements: Division 1
Other Attributes: GBST Russian + Eurasian Studies Electives

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Baktygul Aliev

COMP 204 From Revolution to Perestroika **Crosslistings:** RUSS 204/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 past century, 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; the Second World War; the Thaw and de-Stalinization; another wave of tightening of the regime during the stagnation period; the dissident movement and the Cold War; and finally, the dissolution of the Soviet empire and the rise of Russian post-modern and post-Soviet aesthetics. As we discuss these and other topics of twentieth-century Russian culture, we will explore a broad array of genres, including poetry, short fiction, non-fiction, the novel, theater, and film. Our readings will include works by Block, Babel, Bulgakov, Olesha, Zamyatin, Ahmatova, Shalamov, Erofeev, Petrushevskaya, Pelevin, and other representative authors.
All readings and discussions will be in English.
Class Format: seminar **Requirements/Evaluation:** participation (25%); blog posts (20%); midterm (15); term paper (20%); final exam (20%) **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** Russian majors
Distributional Requirements: Division 1
Other Attributes: GBST Russian + Eurasian Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Yuliya Ladygina

COMP 205 The Latin-American Novel in Translation **Crosslistings:** RLSP 205/COMP 205
A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, *Labyrinths*; Cortázar, *Blow-up* and *Hopscotch*; 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*.
Class Format: lecture **Requirements/Evaluation:** class participation, two brief papers, a midterm, and a final exam **Prerequisites:** none **Enrollment Limit:** 22 **Expected Class Size:** 22 **Dept. Notes:** does not carry credit for the Spanish major or the certificate
Distributional Requirements: Division 1
Other Attributes: GBST Latin American Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Gene Bell-Villada

COMP 206 The Book of Job and Joban Literature (W) **Crosslistings:** REL 206/COMP 206/JWST 206
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.*
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, weekly short written assignments, and two longer papers **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Distribution Notes:** meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives

Not Offered Academic Year 2016
SEM Instructor: Edan Dekel

COMP 207T Tolstoy: The Major Novels (W) **Crosslistings:** RUSS 210/COMP 207
This tutorial will focus on Lev Tolstoy's four novelistic masterpieces—*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. Those students who have completed at least three years of college-level Russian may take the course in Russian.*
Class Format: tutorial **Requirements/Evaluation:** 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 ENGL: none; for students taking the tutorial in RUSS: either RUSS 252 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Russian, Comparative Literature, and Literary Studies majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Julie Cassiday

COMP 208(F) Through the Looking Glass: Comparative Children's Literature
Oh, the reads we will read, if you follow my lead!
We will amble at first and then soon pick up speed,
And we'll bury our noses in books thick and thin.
This I vow by the hair on my chinny-chin-chin.
There'll be picture books, fairy tales, primers, and verse,
Tales of joy, fun, and laughter; and, alas, the reverse.
Some were written in English, but most of them not.
Though we'll read in translation: Sign on up, polyglot!
For example, there's Poortvliet, Collodi, and Grimm,
Machado, and Sendak. Surely, you've heard of him?
We'll critique illustrations, we'll wonder, we'll ponder,
And by turns we'll divine what defines this grand genre.
Is it mere fun and games, pixie dust, sweet as pie?
Does it ask to be read with a serious eye?
Books appeal to our puzzler, our minds, after all,
And a child is a thinker, no matter how small.
You'll reflect, cogitate, then you'll write, write, write, WRITE!
And your thoughts will become this instructor's delight.
Class Format: seminar **Requirements/Evaluation:** regular reading and/or viewing, class discussion, frequent writing assignments, and one final project **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Comparative Literature majors, then students in teaching program **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Janneke van de Stadt

COMP 209(F) Dolls, Puppets and Automatons (W)
Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer, watch a ballet by Kurt Joos and films by Fritz Lang and Ridley Scott, and watch fashion shows by Alexander McQueen, Jean-Paul Gaultier, and Viktor & Rolf. *Conducted in English*.
Class Format: seminar Requirements/Evaluation: active class participation, one oral presentation, three 5- to 8-page papers Prerequisites: none Enrollment Limit: 19 Expected Class Size: 12 Enrollment Preferences: Comparative Literature majors, or those considering a major in Comparative Literature
Distributional Requirements: Division 1 Writing Intensive

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Christophe Kone

COMP 210 Latina/o Language Politics: Hybrid Voices (D) Crosslistings: LATS 240/AMST 240/COMP 210
In this course we will focus on issues of language and identity in the contemporary linguistic practices and literary production of various Latina/o communities. We will ask: How are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Building on an overview of common linguistic phenomena such as code-switching (popularly known as "Spanglish") and Latina/o English, we will also examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres, including theatre, autobiography, novels, and poetry by writers such as Sandra Cisneros, Junot Díaz, Martín Espada, Víctor Hernández Cruz, Dolores Prida, Richard Rodríguez, and Michele Serros, among others. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.
Class Format: seminar Requirements/Evaluation: participation, two essays, final take-home examination Prerequisites: none Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority Distribution Notes: meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Maria Elena Cepeda

COMP 211(F) Introduction to Latina/o Literatures (D) Crosslistings: LATS 208/AMST 207/COMP 211/ENGL 251
This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. Readings include works by Tómas Rivera, Cristina García, Cristy C. Road, Oscar Zeta Acosta, Junot Díaz, Alisa Valdes-Rodriguez, and more. This course fulfills the Exploring Diversity Initiative requirements as it offers students a comparative study of cultures and societies by examining the U.S. racial project of constructing a Latina/o people out of various peoples. Additional attention is given, under the rubric of power and privilege, to the specific economic and political institutions that structure Latina/o cultural production.
Class Format: lecture Requirements/Evaluation: students will be evaluated based on weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation Prerequisites: none Enrollment Limit: 30 Expected Class Size: 20 Enrollment Preferences: Latina/o Studies concentrators, American Studies and Comparative Literature majors Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST or LATS
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Alma Granado

COMP 212 Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (D) Crosslistings: COMP 212/WGSS 200
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 Bjork), 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 Hoeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson and Tomas Vinterberg. *All readings and discussions in English.*
Class Format: seminar Requirements/Evaluation: active participation, two short papers, an oral presentation, and a final paper Prerequisites: none Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: Comparative Literature and Women's, Gender and Sexuality Studies majors and those with compelling justification for admission Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
SEM Instructor: Brian Martin

COMP 213 The New Testament: Purpose, History and Method (W) Crosslistings: REL 210/CLAS 210/COMP 213
The New Testament is the most important collection of documents in the Christian religion. This course offers overviews and discussions of the origin and purpose of the writings, their influence throughout history, and the development of methods of readings of the texts. We start with the origin of the writings before they became collected into the New Testament, and ask: what forms of writings (genres) in Greco-Roman culture were available to the authors of the new scriptures, and how they were used for the purpose of shaping faith in Jesus Christ and creating communities? Why just these scriptures were included, and not others, for instance, the Gospel of Thomas, is another much discussed question. The impact of the New Testament writings upon society is a problematic history; for instance, they have been used to support negative attitudes to Jews, women and homosexuals. This raises the issue of how to read the New Testament. There are many different ways of reading the New Testament; perhaps the most common way to read it is as Scripture, important for one's religious faith. In this course, however, we will focus on scholarly and academic readings of the New Testament. But they, too, have gone through many changes, influenced by contemporary methods, e.g. historical-critical ones in the 19th and into 20th century, more recently, by literary, feminist and post-colonial readings. Through extensive readings of New Testament writings in their cultural and historical context, documentations of their use in history, and recent theories of interpretation, the aim is to gain an independent position on the New Testament as a historical and religious document.
Class Format: lecture/discussion Requirements/Evaluation: one class presentation; three 3-page papers, one 5- to 7-page paper, and a final paper (15 pages) Prerequisites: none; open to all Enrollment Limit: 19 Expected Class Size: 10 Enrollment Preferences: sophomores Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Halvor Moxnes

COMP 214 Moses: Stranger in a Strange Land Crosslistings: REL 202/JWST 202/COMP 214
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*.
Class Format: seminar Requirements/Evaluation: class participation, short written assignments, and two or three longer papers Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: students who have already taken a course in biblical literature Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Other Attributes: ARAB Arabic Studies Electives JWST Core Electives

Not Offered Academic Year 2016
SEM Instructor: Edan Dekel

COMP 215 Experimental Asian American Writing Crosslistings: AMST 215/ENGL 217/COMP 215
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, Theresa H., Cha, John Yau, Mei-mei Berssenbrugge, Tan Lin, Prageeta Sharma, Bhanu Kapil, and Tao Lin.
Class Format: seminar Requirements/Evaluation: papers (6-8 pp. and 10-12 pp.) plus in-class presentation, brief response papers, and class participation Prerequisites: none Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: if the course is over-enrolled, preference will be given to American Studies majors Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses

Not Offered Academic Year 2016
SEM Instructor: Dorothy Wang

COMP 216(S) Folk and Fairy Tales in Literature and Beyond (W)
From cannibalistic crones in sugary cottages to frogs who can be transformed with a kiss, the English term "folktale" covers a broad range of stories that been beloved and belittled, transmitted and transformed for hundreds of years in many cultures. This course will look broadly at folktales from different traditions, ranging from early China to medieval Europe and contemporary America. In this course we will approach the folktale from a number of perspectives, including typological approaches; moral notions embedded in such tales; and the often porous borders between the natural and the supernatural, the animal and the human, and living and dead. We will consider the way normative gender and ethnic roles are portrayed and sometimes undermined. We will also consider the complex literary histories of folktales, looking at sources, the interplay of oral and written traditions, folktales as alternative histories, notions of authorship, and the ways stories transform in the course of transmission.
Class Format: seminar Requirements/Evaluation: over the course of the semester students will write 5 2-page response papers, a 4-5 page midterm paper, and a 7-8 page final paper (with opportunity for revision of the final paper) and will receive detailed written feedback on their work Prerequisites: none Enrollment Limit: 19 Expected Class Size: 12 Enrollment Preferences: comparative literature majors
Distributional Requirements: Division 1 Writing Intensive

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Sarah Allen

COMP 217 Ancient Wisdom Literature Crosslistings: REL 205/CLAS 205/COMP 217/JWST 205
The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah,* 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack. All readings are in translation.*
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two longer papers Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2
Other Attributes: JWST Core Electives

Not Offered Academic Year 2016
LEC Instructor: Edan Dekel

COMP 218(F) Gnosis, Gnostics, Gnosticism (W) Crosslistings: REL 218/COMP 218/CLAS 218
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*.
Class Format: lecture/discussion Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: students with prior coursework in biblical or other ancient literature or history Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 Writing Intensive

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: David Brakke

COMP 219(S) The Monkey King: Transformation of a Legend Crosslistings: COMP 219/ASST 220
The devious and irascible Monkey King, born of stone, defying all authority yet compelled to behave by a dubious Buddhist magic, is one of the most beloved figures in Chinese culture. This course will trace the transformation of the Monkey King legend from its origins in early representations of monkeys in folklore and a seventh-century Chinese monk's arduous journey to India in search of Buddhist learning, through its maturation in the sixteenth century, and into works of the Asian diaspora in the U.S. We will examine textual and visual representations of the Monkey King in popular culture, folklore, and literature, to explore topics including ideas about conformity and individual autonomy, morality and law, and the cultural negotiations necessitated by travel and contact with people (or monkeys) of other civilizations.
Class Format: seminar Requirements/Evaluation: 5 short (1-2 page) papers, a mid-term paper (4-5 pages), and a take-home final Prerequisites: none Enrollment Limit: 25 Expected Class Size: 12 Enrollment Preferences: comparative literature and asian studies majors Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ASST Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Sarah Allen

COMP 221(F) Hollywood Cinema Crosslistings: ENGL 204/COMP 221
For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres—including action films, horror films, science fiction and fantasy, thrillers and romantic comedies—and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including *Psycho*;*The Godfather*; *The Matrix*; *Schindler's List*; *The Lord of the Rings: The Return of the King*;*Bridesmaids*; and *12 Years a Slave*.
In addition to the assigned reading, students will be required to attend free screenings of course films on Sunday evenings at Images Cinema.
Class Format: lecture Requirements/Evaluation: mandatory attendance at free Sunday 8pm film screenings at Images, one 5-page paper, a midterm, and a final exam Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to students who have taken English 203
Enrollment Limit: 135 Expected Class Size: 100 Enrollment Preferences: sophomores; English majors; first year students Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives ENGL Literary Histories C

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructors: John Kleiner, Shawn Rosenheim, James Shepard

COMP 222 Detective Fiction (W)
Despite the genre's comparative youth, detective fiction has proven unusually adaptable and stunningly prolific. In the less than 200 years since its birth, detective fiction has traveled to virtually every region of the globe and into countless languages, found a home in both high art and popular culture, penetrated media including print, cinema, the internet, and the iPhone app, and spawned subgenres as sundry and specific as the police procedural, cooking detective fiction, medieval monk detective fiction, and lesbian detective fiction. This class seeks to understand the genre's explosion in the wake of Edgar Allan Poe's seminal stories by surveying the diverse material that falls within its capacious generic boundaries, as well as work by those who theorize detective fiction. In addition to reading classics by Poe, Arthur Conan Doyle, and Agatha Christie, we will read detective fiction from outside the Anglo-American world, discover what separates men from women detectives, explore both Hollywood and television's fascination with the detective, and see what happens when the detective gets self-consciously conceptual in works by writers such as Jorge Luis Borges and Paul Auster. *All readings will be in English.*
Class Format: seminar Requirements/Evaluation: regular attendance, active participation in class discussions, three short papers of varying lengths, and a final paper of 10-12 pages Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: Comparative Literature majors and those planning to major in Comparative Literature Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Julie Cassiday

COMP 223 Migrants at the Borders: Comparative Middle Eastern and Latin American Cultural Studies Crosslistings: ARAB 223/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 Anzaldua, 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 Mision*, *Pixote*,*Midaq Alley*, *City of God*,, *Battle of Algiers*, *My Beautiful Launderette*, *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.
Class Format: lecture/discussion Requirements/Evaluation: active class participation, two 3- to 5-page papers and a final research paper (7-10 pages) or half hour oral exam
Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15-20
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives GBST Borders, Exiles + Diaspora Studies Electives GBST Middle Eastern Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Armando Vargas

COMP 224 The Cookbook Through History
More than a compilation of recipes and instructions, a cookbook is a means of cultural transmission. This course will read between the recipe lines, exploring cookbooks as important documents that reveal a surprising amount about history and society. As Arjun Appadurai has noted, cookbooks "tell unusual cultural tales, combining the sturdy pragmatic virtues of all manuals with the vicarious pleasures of the literature of the senses."
We will begin by examining the cookbooks of antiquity for what they can tell us about social status, global trade, and the distribution of foodstuffs and wealth. Moving into the medieval period we will look at cookbooks-cum-medical texts and consider the importance of diet and nutritional advice. Many early modern cookbooks were also agricultural and household primers,

so we will touch on garden and table design and also discuss how the recipes reflect the great shifts of the Columbian exchange.
The "receipt" books kept by many women were often their sole means of expression; these manuscripts will lead to discussions of gender and class. As we progress to the 19th century, we'll look at cookbooks intended to assimilate immigrant groups, as well as the cookbooks those groups published to keep their culinary traditions intact. We will see how nutrition becomes ever more prescriptive, as do "domestic science" and "home economics" as ways of validating women's kitchen labors. The 20th century brings a proliferation of culinary instruction in new forms, including artists' books, TV shows and videos.
Because cookbooks engage with issues still pertinent today—gender, race, immigration, global trade, national identity, health, and religious and cultural tensions—we will approach the books through many different disciplines, from culinary history to sociology and anthropology, to the visual arts, gender studies and nutrition. Students will actively use the rich collection of rare cookbooks in Chapin Library.
This will be part of "The Book Unbound" initiative.
Class Format: seminar **Requirements/Evaluation:** active class participation, 4 response papers, one 8- to 10-page research paper, 1 oral presentation and 2 class projects
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students who have studied another language **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Darra Goldstein

COMP 225 Traditional Chinese Poetry (D) (W) Crosslistings: CHIN 228/COMP 225
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.
Class Format: lecture/discussion **Requirements/Evaluation:** numerous short response papers, two longer papers (1700-2300 words), and a final exam; participation in class discussions required **Prerequisites:** none; no previous experience with poetry or Chinese required **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Chinese majors; open to all
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive

Not Offered Academic Year 2016
LEC Instructor: Christopher Nugent

COMP 226T The Ancient Novel (W) Crosslistings: CLAS 226/COMP 226
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.
Class Format: tutorial **Requirements/Evaluation:** alternating papers and critiques
Prerequisites: none; not open to students who took this course as CLAS 105/COMP 113
Enrollment Limit: 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and first-years intending to major in Classics, Comparative Literature, English, or another literature
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Amanda Wilcox

COMP 227(S) Made in China or Making "China"?: Twentieth-Century Chinese Performative Culture Crosslistings: CHIN 227/COMP 227
This course explores the ways in which twentieth-century Chinese performative culture fashioned our contemporary understanding of "China." Starting with Chinese hybrid theatres staged in the US, Japan, and semicolonial Shanghai in the early 1900s and ending with the 2008 Beijing Olympic Opening Ceremonies, this course examines performative works drawn from the breadth of an expanded 20th century; including spoken drama, intercultural reproductions of Peking and *Kun* Operas, revolutionary and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed "China" on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvented as "traditional culture" and a "national essence" in the early 20th century; and how agents of Chinese performance, as makers of imaginary worlds, serve as both assets and threats to real-life arbiters of power. The class will be structured around the themes of "Performing Race," "Inventing Tradition on the World Stage," "Acting the Right Part," and "Performing the Nation." Students will learn to engage performances as cultural texts embedded in national and global histories. By gaining knowledge about major playwrights, directors, artists, networks, and ideas, students will also become fluent in the landscape of performance culture in China. All class materials and discussions are in English.
Class Format: lecture **Requirements/Evaluation:** regular in-class participation, two short papers (5-7 pages), and one final project **Prerequisites:** none **Expected Class Size:** 12
Enrollment Preferences: students who major or plan to major in Chinese and/or Asian Studies
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Man He

COMP 228(F) Modern Arabic Literature in Translation (D) (W) Crosslistings: ARAB 228/COMP 228
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 may 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. All readings are in English. 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.
Class Format: lecture/discussion **Requirements/Evaluation:** active and consistent class participation, two short paper (3-5 pages) and a final paper (5-7 pages) **Prerequisites:** none
Enrollment Limit: 19 **Expected Class Size:** 19
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives

Fall 2015
LEC Section: 01 Cancelled

COMP 229 Japanese Culture and History from Courtiers to Samurai and Beyond (D) Crosslistings: HIST 219/COMP 229/ASST 219/JAPN 219
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. Team 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response assignments, quizzes, one short paper (approximately seven pages), and a final exam **Prerequisites:** none; open to all **Enrollment Limit:** none
Expected Class Size: 30 **Enrollment Preferences:** students majoring or considering a major in a related field **Distribution Notes:** meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP or JAPN
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Eiko Siniawer

COMP 230(F) The Renaissance in England and the European Continent: Self and World (D) (W) Crosslistings: ENGL 228/COMP 230
At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity) they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt. The course will contribute to the College's Exploring Diversity Initiative by examining the role of historical and cultural difference within and beyond Europe at the very beginning of globalization.
Class Format: seminar **Requirements/Evaluation:** five four-page papers, in-class presentation, thoughtful participation in discussions **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first- and second-year students and English majors who have yet to take a Gateway course
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories A

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Emily Vasiliauskas

COMP 231T(F) Postmodernism (W) Crosslistings: COMP 231/ENGL 266
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 Murakami Haruki's euphoric conspiracy novels. 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 around the world, 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. Texts

will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, 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 closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.
Class Format: tutorial; after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week **Requirements/Evaluation:** 5 papers (4-5 pages each) and 5 responses (1 page each) in alternate weeks **Prerequisites:** a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Comparative Literature majors, students with a demonstrated interest **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Criticism Courses

Fall 2015
TUT Section: T1 TBA Instructor: Christopher Bolton

COMP 232T(S) **Reading and Writing the Body (W)**
Am I a body, or do I have one? The western tradition of favoring our intellectual and spiritual experience over the physical has long informed, and indeed limited, our sense of self as human beings. While some writers maintain that the creative impulse is a gift of the muse and that it is rooted entirely in the mind or spirit, there are those for whom the human body, frequently their own, plays a central role, both in the process of creation and as a subject of artistic inquiry and contemplation. In their writing, these authors tell a very different tale with regard to the human experience, and it is focused on the primacy of the body. This course will consider the work of, among others, Maupassant, Kafka, Tanizaki, Tolstoy, Dinesen, Collodi, Babel, and Atwood in order to examine how writers from different cultural and aesthetic perspectives either present or use the body as a vehicle of expression. We will also consider other areas of study that are intimately related to the life of the body, such as asceticism, pathology, prostitution, and disability.
Class Format: tutorial; weekly sessions with the instructor and a fellow student **Requirements/Evaluation:** on alternate weeks students will either write and present a 5-page paper on the assigned readings or write and present a 2-page critique of a pre-circulated paper **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first-year and sophomore students considering a major in Comparative Literature **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: PHLH Bioethics + Interpretations of Health

Spring 2016
TUT Section: T1 TBA Instructor: Janneke van de Stadt

COMP 233 **Introduction to Classical Arabic Literature (W)** **Crosslistings:** ARAB 233/COMP 233
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-Mutannabi. 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.*
Class Format: lecture/discussion **Requirements/Evaluation:** 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 **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Comparative Literature majors and students with a background in Middle Eastern Studies
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives

Not Offered Academic Year 2016
LEC

COMP 234(S) **Sexuality and Imperialism (D)** **Crosslistings:** WGSS 231/COMP 234
This course takes as its central premise that the definition and experience of modern sexuality are intimately bound to nineteenth-century imperialism and its legacies. How did imperial power relations help to constitute racial and sexual categories and classifications? To what extent did sexual norms in both the colonies and European metropole contribute to the "management of empire"? In what ways can this historical and intellectual framework help us understand contemporary phenomena such as homonationalism and pink-washing? We will explore these questions through the study of novels, films, and a variety of other cultural and historical texts, ranging from Freud's *Three Essays on the Theory of Sexuality* and Foucault's *History of Sexuality* to André Gide's accounts of sexual tourism in colonial Algeria and Fanon's analysis of the devastating psychological effects of colonialism. As part of the Exploring Diversity Initiative, this class will foster an awareness of how the economic and political structures of imperialism affected sexual diversity (and vice versa), and how colonial social hierarchies created differing and unequal sexual expectations, restrictions, and freedoms in individual lives.
Class Format: seminar **Requirements/Evaluation:** two or three 3-page papers, a 6- to 8-page final essay, a presentation on the final essay topic, and engaged participation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** Women's Gender & Sexuality Studies majors **Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Exploring Diversity

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Margaux Cowden

COMP 235(F) **The Qur'an and Literature** **Crosslistings:** COMP 235/ARAB 235/REL 235
This course explores the rich and multifaceted relationship between the Qur'an and literature from several different perspectives. The first part of the course will examine Qur'anic stylistics through primary readings in translation and scholarship on the question of whether the Qur'an is literature. Readings will consider how the Qur'an sheds light on the category of literature through attention to such features as sound, figurative language, and genre. Students will also discover what the Qur'an has to say about poets and stories. We will then turn to the classical discourse on Qur'anic inimitability (*i`jaz al-Qur'an*), with an emphasis on stylistic/rhetorical inimitability and its relationship to Arabic literary theory. We will make use of recent translations of *i`jaz* treatises, manuals of literary criticism, and historical readings on the status of the Qur'an in early Islamic history. Finally, we will read a selection of later literature that takes up Qur'anic themes and language in Islamic history, in order to explore questions of intertextuality, rewriting, and the guises that commentary can take.
Class Format: seminar **Requirements/Evaluation:** 2 papers (5-7 pp., 8-10 pp.), short response papers, class participation **Enrollment Limit:** 40 **Expected Class Size:** 15 **Enrollment Preferences:** Comparative Literature majors, Arabic Studies majors
Distribution Notes: meets Division 1 requirement if registration is under COMP or ARAB; meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Rachel Friedman

COMP 237(S) **Love, Desire, and Longing in Classical Arabic Poetry** **Crosslistings:** COMP 237/ARAB 237
The genre of *ghazal*, or love poetry, has a long and fascinating history in classical Arabic literature. In its various guises, it has been a vehicle for expressing many forms of desire, including erotic passion, "platonic" yearning from a distance, and mystical love for the Divine. This course will explore the development of *ghazal*, beginning with pre-Islamic odes, continuing through the rise of the *ghazal* as an independent genre, and then taking up its adaptations across the classical and pre-modern Arabic-speaking world. We will pay close attention to aesthetics, tone, emotional effect, and features particular to certain sub-genres of *ghazal*. Background readings about historical, cultural, and literary contexts will shed further interpretive light on the poetry. Through these sources, which come from lands as diverse as Iberia, North Africa, the Levant, and the Arabian Peninsula, we will investigate how classical Arabic-language love poets expressed issues of gender, class, sexuality, existential despair, hope and loss, and living in relationship to God.
Class Format: seminar **Requirements/Evaluation:** 2 papers (5-7 pp., 8-10 pp.), short response papers, class participation **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 15 **Enrollment Preferences:** Comparative Literature majors, Arabic Studies majors
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Rachel Friedman

COMP 238 **Introduction to Ecocriticism: North-South Dialogues on Nature and Culture (D)** **Crosslistings:** ENVI 239/COMP 238
This course will introduce students to the study of the relationship between literature and the environment, often referred to as 'ecocriticism,' through careful examination of Jean de Léry's 1577 *History of a Voyage to the Land of Brazil* and related texts. Léry's fascinating account of a yearlong stay among the 'cannibals' of Brazil gets at many of the themes and debates taken up by ecocritics today: How do political, economic, religious and philosophical factors influence individual and collective conceptions of 'nature' and its value? How do acts of reading and writing inform (or deform) our understanding of the 'natural' world? What is the role of aesthetics in environmental politics, and how can unspoken assumptions about race, gender, and cultural difference influence representations of global environmental issues like deforestation and global warming? Envi 239/Comp 238 fulfills the goals of the Exploring Diversity Initiative by contextualizing current questions of international environmental policy within the long history of colonialism, challenging students to think about cultural diversity as well as economic inequality as relevant to contemporary debates about the value and distribution of natural resources. In addition to Léry's *History*, we will also read landmarks of ecocritical theory by scholars including Lawrence Buell, William Cronon, Candace Slater and Jorge Marcone, as well as more recent literary interventions into environmental issues in the Americas.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5- to 7-page essays and several shorter writing assignments **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** majors in Environmental Policy, Environmental Science and Comparative Literature majors, Environmental Studies concentrators; other students interested are welcome **Dept. Notes:** satisfies the "Humanities, Arts and Social Sciences" requirement for the Environmental Studies concentration and theory/methods requirement for the "Society & Culture" track of the Environmental Policy major
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP SC Theory/Method Courses LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2016

COMP 239(S) **The Novel in Theory (W)** **Crosslistings:** ENGL 240/COMP 239
In spite of its title, this is not a course about merely theoretical novels, unwritten or dreamily imagined works of fiction that never see the page. Rather, this course will be an introduction to the different ways that literary critics have attempted to give a literary genre as loose, baggy, miscellaneous, and altogether hard-to-pin down as the novel a theoretical framework, to understand how the genre developed and how it functions. For the first couple of centuries of its existence in Britain and America, the novel was considered too popular, too commercial and unserious, and not sufficiently stylistically accomplished to merit anything like its own dedicated criticism or theory. Even now, critics can have a hard time even agreeing upon what a novel is, much less what constitutes a theory of the novel. Henry James, for example, said a novel's only duty was "to be interesting," which, when you think about it, really casts a pretty broad and abstract generic net. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. Rather than try for an encyclopedic survey of either the novel or its theories, this course will use two or three novels as a means of testing out a range of representative works of novel theory. We will move back and forth from the theory of the novel to its practice in order to see how novel theory has developed over the past century, as well to see how the novel's own academic and popular fortunes relate to its theoretical accounts. Theorists are likely to include Henry James, Shklovsky, Benjamin, Lukacs, Barthes, Watt, McKeon, Jameson, D.A. Miller, Sedgwick, and Said. Novelists may include Austen, Dickens, George Eliot, or Henry James.
Class Format: seminar **Requirements/Evaluation:** 4-5 papers totaling about 20 pages; regular, substantial, and intensive participation in class **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment**

Preferences: sophomores and first-year students who have not yet taken an ENGL Gateway course **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Alison Case

COMP 240(F) **Introduction to Literary Theory (W)** **Crosslistings:** ENGL 230/COMP 240
This course introduces students to some of the most significant and compelling trends in modern criticism—such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism—in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can *Othello* be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.
Class Format: seminar **Requirements/Evaluation:** frequent short papers totaling 20 pages **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students, sophomores, English majors who have yet to take a Gateway, and potential Comparative Literature majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL 200-level Gateway Courses

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Christopher Pye

COMP 241T **Sex and Gender in Ancient Greece and Rome (D) (W)** **Crosslistings:** CLAS 241/COMP 241/WGSS 241
In the ancient Mediterranean world, sexuality and gender shaped a broad range of attitudes and actions. These categories created and reinforced difference in virtually every aspect of life, from the household to the political arena. This course examines the diverse discourses and practices around sexuality and gender in the cultures of ancient Greece and Rome, while also dismantling false assumptions about the continuity of the "classical" past with our own contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragedy and comedy (Euripides, Terence), epic (Homer, Ovid) and lyric poetry (Sappho, Catullus), novels, epitaphs, and early saints' lives, in order to gain a deeper and more complex understanding of how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological framework through which we approach those primary sources. The course fulfills the EDI requirement by providing sufficient context for students to make independent investigations of how literary and religious texts and practices engaged with political and social institutions to maintain different life courses and different systems of reckoning for the value of men's lives, women's lives, and the lives of individuals who didn't fit easily into either category. Additionally, the course will promote students' capacity to critically evaluate two past cultures that have long been important sources for intellectual and cultural traditions in the West, and which are still invoked today, sometimes misleadingly, to explain or justify positions and practices of privilege or oppression.
Class Format: tutorial **Requirements/Evaluation:** five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors or intended majors in Classics, WGSS, and Comparative Literature **Distribution Notes:** meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Amanda Wilcox

COMP 242(F) **Americans Abroad (D) (W)** **Crosslistings:** COMP 242/ENGL 250/AMST 242
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. *All readings will be in English.* This comparative course fulfills the EDI requirement because it is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts.
Class Format: seminar **Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences **Prerequisites:** any literature course at Williams or permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** students interested in, or returning from, study abroad; and/or students studying abroad at Williams **Distribution Notes:** meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Soledad Fox

COMP 243(F) **Modern Women Writers and the City (W)** **Crosslistings:** COMP 243/WGSS 252
Ambivalence has always been a vital part of literary responses to city life. Whether they praise the city or blame it, women writers react to the urban environment in a significantly different way from men. While male writers have often emphasized alienation and strangeness, women writers have celebrated the mobility and public life of the city as liberating. We will look at issues of women's work, class politics, sexual freedom or restriction, rituals of consumption, the conservation of memory by architecture, and community-building in cities like London, New York, Berlin, Paris. We will examine novels and short stories about the modern city by writers as diverse as Virginia Woolf, Gertrude Stein, Anzia Yezierska, Ann Petry, Jean Rhys, Marguerite Duras, Margaret Drabble, Ntozake Shange, Verena Stefan and Jhumpa Lahiri and Edwidge Danticat. We will consider theoretical approaches to urban spaces by feminists (Beatriz Colomina, Elizabeth Wilson), architectural historians (Christine Boyer) and anthropologists and sociologists (Janet Abu-Lughod, David Sibley, Michael Sorkin). Several contemporary films will be discussed. *All readings in English.*
Class Format: seminar/discussion **Requirements/Evaluation:** two short papers of 3-5 pages, one of 5-7 pages, and one final paper of 8-10 pages **Prerequisites:** COMP 111 or a 100-level ENGL course **Enrollment Limit:** 19 **Expected Class Size:** 19 **Dept. Notes:** formerly COMP 252 **Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Space and Place Electives GBST Urbanizing World Electives

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Helga Druxes

COMP 244 **The Experience of Sexuality: Gender & Sexuality in 20th-century American Memoirs (D)** **Crosslistings:** WGSS 204/COMP 244
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 Anzaldùa, 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.
Class Format: seminar **Requirements/Evaluation:** intensive reading; active class participation; two 5-page papers and final 10-page paper **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** Women's Gender & Sexuality Studies majors **Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity

Not Offered Academic Year 2016

COMP 246 **Bloody Vampires: From Fiction to Film and Fashion (W)** **Crosslistings:** COMP 246/ENGL 287
This course explores the figure of the vampire and seeks to explain the popular appeal such a fictive creature has been enjoying for over two centuries. What kind of fears and fantasies does it crystallize? And what kind of discourse about sexuality, death, and disease does it validate? What does its mere existence reveal about gender and ethnicity?
We will examine the emergence of the vampire in gothic literature of the late 18th and 19th centuries, its omnipresence in cinema in the 20th century and investigate its resurgence in 21st-century pop culture. In order to gain a deeper understanding of the figure of the vampire, we will read poems by August Bürger and Goethe, the first vampire story by John Polidori, novels by Sheridan LeFanu and Bram Stoker, and contemporary vampire fiction by Anne Rice and Stephenie Meyer. We will watch the films *Nosferatu* by Murnau and Herzog, *Dracula* by Browning and Coppola, the *Dance of Vampires* by Polanski, *The Hunger* by Scott, *Blade* by Norrington, *Twilight* by Hardwicke, and *Daybreakers* by Spierig, as well as episodes of the TV series *Buffy the Vampire Slayer*, *True Blood*, and *The Vampire Diaries*. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.
Class Format: seminar **Requirements/Evaluation:** three 5-page papers and a 10- to 12-page final rewrite **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students majoring or considering a major in language or literature
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Christophe Kone

COMP 247T **Gender, Sexuality and the Modern Stage (D) (W)** **Crosslistings:** THEA 250/ENGL 253/WGSS 250/COMP 247
This interdisciplinary tutorial explores aspects of gender sexuality, performativity, and representations of the body in modern theatre and art. Close analysis of plays by dramatists—such as Sophie Treadwell, Lillian Hellman, Caryl Churchill, Milcha Sanchez-Scott, Ntozake Shange, Tony Kushner, Tim Miller, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, Tarell McCraney, and Sarah Kane—will occur alongside consideration of works by both artists and celebrities, such as Cindy Sherman, Karen Finley and Lady Gaga. Our approach to this varied material will be comparative and will be enriched by readings of select work by contemporary theorists, such as Judith Butler, bell hooks, Cherrie Moraga, Eve K. Sedgwick, and Donna Haraway. 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.
Class Format: tutorial **Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Theatre, English or Women's, Gender and Sexuality Studies **Distribution Notes:** meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS **Extra Info:** emphasis will be placed on developing skills in reading,

interpretation, critical argumentation, and critical written and oral response may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: PERF Interdepartmental Electives WGSS Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Amy Holzapfel

COMP 248(S) The Modern Theatre: Plays and Performance Crosslistings: THEA 248/COMP 248/ENGL 234
This seminar will examine major trends in global theatre and performance from the turn of the nineteenth century through the postwar period. We will explore a variety of national traditions, comparing and positioning works in the context of revolutionary transformations of theatre practice. Artists to be considered may include: Strindberg, Ibsen, Wilde, Chekhov, Shaw, Pirandello, Treadwell, Artaud, O'Neill, Hughes, Stein, Williams, Hansberry, Al-Hakim, Brecht, Beckett, Abe, Genet, Soyinka, Pinter, Albee, Wilson, Gambaro, and Fornes. Although emphasis will be given to textual analysis and close reading, we will also consider trends in acting, directing, design, theatre architecture and the actor/audience relationship whenever possible.
Class Format: seminar **Requirements/Evaluation:** two five-page papers; two "deep-reading" responses; active participation in class discussion; attendance at selected Theatre Department and Center Series productions **Prerequisites:** none **Enrollment Limit:** 18 **Expected Class Size:** 10 **Enrollment Preferences:** Theatre, English and Comparative Literature majors
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Amy Holzapfel

COMP 249 "Queering the Color Line": Queer Black and Latina/o Literature (D)
Crosslistings: LATS 245/COMP 249/WGSS 247/AFR 245/ENGL 245
This class takes part of its title from Siobhan Somerville's critical study published in 2000, and takes its cues, as Somerville has, from W.E.B Dubois's statement in *The Souls of Black Folk* that "the problem in the Twentieth Century is the problem of the color line." Thus, in this course, we will ask: How have Black and Latina/o critics and writers developed, critiqued, and re-imagined queer literature and queer studies to address the complexities of racialization, as well as gender, sexuality, class, disability, and citizenship? This question, and our examination of the politics of self-identification and confessionary forms, will guide our discussions throughout the course. Texts may include works by James Baldwin, Rigoberto Gonzalez, Jackie Kay, Cherrie Moraga, Cristy Road, and Tatiana de la Tierra, in addition to selections from the anthologies *Black Queer Studies*, *Gay Latino Studies: A Critical Reader*, *This Bridge We Call Home: Radical Visions for Transformation*, and others that will be available in a course reader.
Class Format: seminar **Requirements/Evaluation:** students will be evaluated based on participation, short essays, and a final group presentation on the queering of contemporary pop culture **Prerequisites:** none **Enrollment Limit:** 18 **Expected Class Size:** 16 **Enrollment Preferences:** Latina/o Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under LATS, AFR or WGSS **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Alma Granado

COMP 250 From Adam to Noah: Literary Imagination and the Primeval History in Genesis Crosslistings: REL 207/COMP 250/JWST 207/CLAS 207
How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. *All readings are in translation.*
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation and several writing assignments **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students who have already taken a course in Biblical literature **Distribution Notes:** meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP or CLAS
Extra Info: core course for COMP
Distributional Requirements: Division 2
Other Attributes: ARAB Arabic Studies Electives JWST Core Electives

Not Offered Academic Year 2016
LEC Instructor: Edan Dekel

COMP 251 Popular Culture in the Arab World: Youth, Populism, and Politics
Crosslistings: ARAB 251/COMP 251
Since the uprisings in the Arab world in 2011, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will watch several documentaries about music, politics and youth in the Arab world. We will also read a selection of essays from anthropology, Arab culture studies, political science, and journalism to provide historical and critical context for the material discussed in class. Required graphic texts include Naji Al-Ali's *A Child in Palestine* and Majdi Shafi's *Metro: A Story of Cairo*.
Class Format: lecture **Requirements/Evaluation:** active class participation, several short response assignments (2-3 pages each), and final paper (5-7 pages) **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** students majoring in or considering a major in Arabic Studies
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Amal Eqeiq

COMP 252(F) Arab Women Memoirs: Writing Feminist History Crosslistings: ARAB 252/COMP 252/WGSS 251/HIST 309
This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (*A Mountainous Journey: An Autobiography*), Fatima Mernissi (*Dreams of Trespass: Tales of a Harem Girlhood*), Leila Ahmed (*A Border Passage: From Cairo to America—a Woman's Journey*), Fadia Faqir and Shirley Eber (*In the House of Silence: Autobiographical Essays by Arab Women Writers*), and Jumanah Haddad (*I Killed Scheherazade: Confessions of an Angry Arab Woman*), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.
Class Format: seminar **Requirements/Evaluation:** active class participation, several short response papers, three short papers (3-5 pages), and a final paper (7-10 pages)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** none **Distribution Notes:** meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under HIST or WGSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Amal Eqeiq

COMP 253 Narratives of Placement and "Dis-placement" from the Global South (W)
Crosslistings: COMP 253/ARAB 253
This seminar deals with the theme of placement and "dis-placement" in literature from different sites in the Global South in the late 20th century. Situating the question of placement and uprootedness within multiple historical and cultural contexts in different sites in the Southern hemisphere, the location of much of the "developing world," including the Middle East and North-Africa, Latin America, the Caribbean, the African Diaspora and the US-Mexico borderland, we will address the following questions: What distinguishes exile from Diaspora? What constitutes "dis-placement"? How do the experiences of up-rootedness and forced migration among Palestinian refugees and Mexican migrant workers (within Mexico and the US; with or without documents) inform our notion of home and belonging? How do the legacy of French colonialism in North Africa and the rise of globalization in Latin America, for example, shed light on the ongoing massive immigration of subjects from the Global South to the North? Our emphasis will be on working together to find avenues for expressing yourselves in writing and other media, such as creating your own blog entries about these topics. In addition to a course reader with selected stories, poems, and critical essays, readings will include: Benyamin's *Goat Days*, Aimé Césaire's *Return to My Native Land*, Ghassan Kanafani's *Men in the Sun*, Mamud Darwish's *Journal of an Ordinary Grief*, and Laila Lalami's *Hope & Other Dangerous Pursuits*.
Class Format: seminar **Requirements/Evaluation:** active class participation, several short response assignments (1-2 pages), one midterm paper (5-6 pages), and final paper (7- 10 pages) **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students majoring in Comparative Literature
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Amal Eqeiq

COMP 254(F) "Disease" in Modern Chinese Literature and Culture (D) Crosslistings: CHIN 253/COMP 254/WGSS 255
From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "diseases" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation.
This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "disease"—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "disease"; the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how drug addition, infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "diseases," such as infectious cannibalism and fin-de-siècle "virus," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the "Second New Wave" film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud's psychoanalysis and post-Freudian psychotherapy are "practiced" in literature circulated in both print and internet cultures. Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc. This course meets the aims of the Exploring Diversity Initiative by fostering an empathetic understanding of various groups within China and their relationships with "disease," and by questioning the power and privilege inherent within such categories as "rural" and "urban," "science" and "literature," and "East" and "West".

Class Format: lecture Requirements/Evaluation: two 5-page papers, one final project, two in-class presentations Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: none Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP or CHIN
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: PHLH Bioethics + Interpretations of Health

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Man He

COMP 255 Love and Death in Modern Japanese Literature (D) Crosslistings: COMP 255/JAPN 255
One 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.*
Class Format: seminar/lecture/discussion Requirements/Evaluation: in-class exam, ungraded creative project, and two short papers (5-7 pages each) emphasizing original, creative, and convincing readings of the class texts Prerequisites: none; no familiarity with Japanese language or culture is required Enrollment Limit: none Expected Class Size: 15
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Christopher Bolton

COMP 256 Arab and Anglophone: Narratives Beyond Nation and Diaspora Crosslistings: ARAB 256/COMP 256/ENGL 284
This course takes a close look at contemporary Anglophone Arab writings. The objective is to familiarize students with major Arab writers, and/or writers of Arab descent who live in the Anglo-Saxon diaspora, especially the UK, North America and Australia. We will investigate the work of these writers with special attention to the history of Arab migration to these geographies, and the emergence of hyphenated Arab identities and literatures. At the heart of this course is a desire to not only shed light on what it means to be an Arab or an immigrant producing English literature, but also to understand the multiple ways in which we conceptualize and seek to define what transnational literature means. Texts for this course may include novels by the following writers: Rabih Alameddine (Lebanon/USA), Mohja Kahf (Syria/USA), Leila Aboulela (Sudan/UK), Hisham Matar (Libya/UK), and Randa Abdel-Fattah (Palestine-Egypt/Australia). There will also be a course reader that includes critical essays, poems, as well as a number of films and selections of music that shed light on the different articulations of being Arab and Anglophone.
Class Format: seminar Requirements/Evaluation: active class participation, 4 short response assignments (2-3 pages), and final paper (5-7 pages) Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15 Enrollment Preferences: majors or prospective majors in Comparative Literature or Arabic Studies Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives GBST Borders, Exiles + Diaspora Studies Electives GBST Middle Eastern Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Amal Eqeiq

COMP 257(F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (D) Crosslistings: RUSS 213/GBST 213/WGSS 214/COMP 257
Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. For example, Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Context, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West.
This course is part of the Exploring Diversity Initiative because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.
All readings will be in English.
Class Format: seminar Requirements/Evaluation: active participation in class discussions, response papers based on assignments for class, 2 papers (3-5 pages each) on relevant current events in the post-Soviet world, and a final project Prerequisites: none Enrollment Limit: none Expected Class Size: 15 Enrollment Preferences: none Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: GBST Russian + Eurasian Studies Electives

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Julie Cassiday

COMP 259T(S) Adultery in the Nineteenth-Century Novel (W) Crosslistings: COMP 259/ENGL 261/WGSS 259
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*.
Class Format: tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: students who have already taken at least one course devoted to literature at Williams Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Literary Histories B

Spring 2016
TUT Section: T1 Cancelled

COMP 260(F) Reading Comics from the French-Speaking World Crosslistings: RLFR 260/COMP 260
From political cartoons and satire of the 19th century to contemporary graphic novels, the *bande dessinée* has a long history in the French-speaking world. We will read early political cartoons, classics such as Asterix and Tintin, and contemporary BD from France, Québec, Côte d'Ivoire, Morocco, Rwanda, and Guadeloupe to analyze how they tackle subjects such as nation, empire, sexuality, biography, war and human rights. We will pay attention to the visual form and critical theory of the genre. *Conducted in French.*
Class Format: seminar Requirements/Evaluation: weekly response papers, 5-page paper, graphic-form paper, final research project Prerequisites: RLFR 201, 202, or 203, or by permission of instructor Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: French majors and certificate students, Comparative Literature majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Katarzyna Pieprzak

COMP 261(S) Comparative Postcolonial Narratives: Novels from the Arab World, Latin-America and the Caribbean (W) Crosslistings: COMP 261/ARAB 261
In this introductory course to the global postcolonial novel, we will examine novels in translation from the Arab world, Latin America and the Caribbean that are in conversation with each other. Through textual and formal analysis of selected novels in translation, we will ask questions concerning the legacy of the different forms of European colonialism in these distinct geographies. This course has two goals: First, to familiarize students with classical, canonical and popular Arabic, Latin American and Caribbean novels that deal with the history of European colonialism and/or its aftermath. Second, to introduce student to some of the critical trends and theoretical debates concerning the potential and limits of reading these novels as resistance and/or postcolonial literature. In addition to selected critical essays, the readings for this course may include novels by the following writers: Assia Djebar (Algeria), Gamal al-Ghitani (Egypt), Sahar Khalifah (Palestine), Tayyib Saleh (Sudan), Alejo Carpentier (Cuba), Rosario Castellanos (Mexico), Jamaica Kincaid (Antigua), and Gabriel García Marquez (Colombia).
Class Format: seminar Requirements/Evaluation: active class participation, three short papers (3-5 pages) and a final 7- to 10-page expansion and rewrite Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: majors or prospective majors in Comparative Literature or Arabic Studies Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ARAB Arabic Studies Electives

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Amal Eqeiq

COMP 262 Japanese Theatre and its Contemporary Context Crosslistings: JAPN 260/COMP 262
Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (nohgaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, "of what relevance is each to a contemporary audience?" Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved?
All readings and discussion will be in English.
Class Format: lecture/discussion Requirements/Evaluation: active class participation, presentations, written journals, two short papers, and one longer paper Prerequisites: none; open to all Enrollment Limit: 15 Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC

COMP 263T Colonial Landscapes: Latin America's Contemporary Environmental Literature (D) (W) Crosslistings: RLSP 223/ENVI 223/COMP 263
"It is not by coincidence that our societies are both racist and anti-ecological," wrote the Chilean sociologist Fernando Mires in his now-classic study, *The Discourse of Nature*. This tutorial explores works of contemporary literature that implicitly and explicitly link Latin America's ongoing environmental crisis to the region's long and multi-layered history of colonialism: novels by Sylvia Iparraguirre (Argentina), Mayra Montero (Puerto Rico), Giaconda Belli (Nicaragua), Luis Sepúlveda (Chile); poetry by Homero Aridjis (México); essays by Octavio Paz (Mexico), Eduardo Viveiros de Castro (Brazil), and more. Representing a wide variety of geographies,

literary styles and ideological perspectives, these writers nevertheless converge in challenging us to consider the effects of environmental crisis within structures of power that are radically unequal at the local, national, and global levels; and to recognize that consciousness of environmental vulnerability can prompt new forms of inclusion and community as well as exclusion. Topics to be explored also include the role of indigenous cosmologies in contemporary environmental politics, the place of urban ecologies within the environmental imaginary, and the ongoing debates among academic critics and others regarding the scope and methodologies of ecocriticism as an approach to Latin American literature.
Students have the option of tutorial in Spanish or in English; partners will be assigned accordingly. Each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5-page paper that one of the partners has submitted the night before. This adds up to a substantial amount of (reading and) writing for each student in the course, i.e., six 5-page essays over the course of the semester. This tutorial meets the goals of the Exploring Diversity Initiative by challenging students to position themselves, intellectually and imaginatively, in the space of those excluded from modernity's material benefits as they struggle to brace themselves against its catastrophic environmental effects.
Class Format: tutorial **Requirements/Evaluation:** each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5-page paper that one of the partners has submitted the night before **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring in Spanish or Environmental Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives

Not Offered Academic Year 2016
TUT Instructor: Jennifer French

COMP 264 **Beauty, Danger, and the End of the World in Japanese Literature**
Crosslistings: COMP 264/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 Shôhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kôbô, Murakami Haruki and Murakami Ryû; and apocalyptic comics and animation by Oshii Mamoru, Ôtomo Katsuhiro, and others. *The class and the readings are in English; no familiarity with Japanese language or culture is required.*
Class Format: lecture/discussion **Requirements/Evaluation:** 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 **Prerequisites:** none; open to all
Enrollment Limit: none **Expected Class Size:** 15
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Christopher Bolton

COMP 266 **Confession and Deception in Japanese Literature** **Crosslistings:** COMP 266/JAPN 256
Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth-and eleventh-century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shônagon and Lady Nijô, through autobiographical and confessional novels by Sôseki, Tanizaki, Mishima, and Abe Kôbô, to documentary and subculture films like *The New God* and *Kamikaze Girls*.
The class and the readings are in English; no familiarity with Japanese language or culture is required.
Class Format: seminar **Requirements/Evaluation:** attendance and participation, 2 or 3 short response assignments, one test, two 5-page papers, and an ungraded creative project
Prerequisites: none; no familiarity with Japanese language or culture is required **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** students majoring or considering a major in Comparative Literature
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Christopher Bolton

COMP 269 **Transitional Japanese Literature into the Twentieth Century** **Crosslistings:** JAPN 271/COMP 269
After more than two centuries of National Seclusion, Japan's modern era began suddenly in the middle of the nineteenth century, with the unexpected arrival of Commodore Perry, the destabilization of the 250-year old shogunal government, and the violent restoration of Imperial rule. Rapid and radical changes followed in every aspect of society, from fashion to philosophy. This course will explore how such changes have been expressed through literature, film and performance. We will trace how the authors of literary and other artistic works perceived, integrated and at times rejected experiences of the new and the foreign. *All readings and discussions will be in English.*
Class Format: lecure/discussion **Requirements/Evaluation:** evaluation will be based on active class participation, presentations, written journals, two short and one longer paper
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 15
Enrollment Preferences: majors first and then seniors and juniors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Shinko Kagaya

COMP 270 **Performing Greece and Rome** **Crosslistings:** CLAS 262/THEA 262/COMP 270
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.
Class Format: seminar **Requirements/Evaluation:** 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 **Prerequisites:** none
Enrollment Limit: 15 **Expected Class Size:** 10 **Enrollment Preferences:** 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
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Meredith Hoppin

COMP 271(S) **From Kleist to Kafka** **Crosslistings:** GERM 271/COMP 271
Heinrich von Kleist (1777-1811) and Franz Kafka (1883-1924) wrote some of the most puzzling and intriguing work in European literary history. From Kleist's drama *Penthesilea*, which culminates in the consumption of the hero by the heroine (literally!), to Kafka's "A Hunger Artist," profiling a man who starves for a living, the texts in the course attempt to access the most profound—and at times bizarre—regions of the human mind. Works we will read include Kleist's dramas *Prince Friedrich of Homburg*, *Amphitryon*, and *Penthesilea*, and his short stories "The Marquise of O...," "The Earthquake in Chile," "The Foundling," "St Cecilia and the Power of Music," and "The Betrothal in Santo Domingo." By Kafka we will study "The Judgment," "The Metamorphosis," "A Hunger Artist," "In the Penal Colony," "The Burrow," "A Country Doctor," and others. Literary readings will be supplemented by selected letters and essays by Kleist, and by excerpts from Kafka's diaries. *Readings and discussion in English.*
Class Format: seminar **Requirements/Evaluation:** intense participation, four 2- to 3-page written responses, two 6- to 8-age papers, final project **Prerequisites:** none **Expected Class Size:** 15 **Enrollment Preferences:** prospective Comparative Literature majors
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Gail Newman

COMP 272(F) **The Brazilian Avant-garde of the 1960s (D) (W)** **Crosslistings:** ARTH 271/COMP 272
Experimental practices happening worldwide in the 1960s had extensive effects, sparking debates still relevant in contemporary art. This course centers on the case study of Brazil to analyze its distinct contribution to postwar cultural developments and to the notion of the "avant-garde." Focusing on Brazilian artworks and films from the 1960s, we will go beyond the United States and Europe to complicate the canonical histories of the avant-garde and of contemporary art. We will begin with an introductory overview of the history of the notion of "avant-garde," to better understand what has been at stake, historically and politically, when artists and critics distinguished particular ideas and practices as being at the forefront of Art. We will then focus on the explosive moment that was Brazil in the 1960s—one of economic prosperity, cultural exuberance and increasing political repression, as a military dictatorship seized control of the country in 1964. This was a period of radical experimentation in the visual arts and in film, generating subversive works that remain touchstones for contemporary artists in Brazil and beyond. We will devote much of the course to close analyses of these works so as to define the strategies of this avant-garde and the deep cultural rifts it unleashed. No previous knowledge of art history or Brazilian history is required, and we will incorporate readings and discussions to establish context. This course meets two categories of the Exploring Diversity Initiative: we will attend to Empathetic
Understanding by situating ourselves within the cultural and political events that defined the volatile period of the 1960s in Brazil, so as to map the unique maneuvers of its avant-garde as it sought aesthetic and social renovation. The course also addresses Critical Theorization, using the Brazilian case to challenge the "map" created by the established histories and theories of the avant-garde and of artistic innovation after 1945¿for, it is crucial to look beyond Europe and the United States to have a richer understanding of the drastic shifts that permanently altered artistic practice in the
postwar era.
Class Format: lecture **Requirements/Evaluation:** three 3-page papers, two 5-page papers, weekly assignments **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 10-15 **Enrollment Preferences:** none **Dept. Notes:** meets post-1600 requisite for Art majors for class of 2017 **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ARTH post-1600 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Mari Rodriguez

COMP 273(S) **Beyond Tonto: American Indians in Film (D)** **Crosslistings:** AMST 257/HIST 357/ARTH 260/ENGL 260/COMP 273
In 1893, Thomas Edison unveiled the kinetoscope and allowed audience members to glimpse the Hopi Snake Dance by peeking into the device's viewing window. Since the birth of the motion picture, films portraying Native Americans (often with non-Native actors in redface) have drawn upon earlier frontier mythology, art, literature, and Wild West performances. These depictions in film have embedded romanticized and stereotyped ideas about American Indians in the imaginations of audiences throughout the United States and around the world. In this course, we will critically examine representations of American Indians in film, ranging from the origins of the motion picture industry to the works of contemporary Native filmmakers who challenge earlier paradigms. We will reflect upon revisionist narratives, the use of film as a form of activism, Indigenous aesthetics and storytelling techniques, reflexivity, and parody. Throughout the semester, we will view and discuss ethnographic, documentary, and narrative films. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will examine power relations, cross-cultural interaction, and Indigenous social experiences.

Class Format: seminar **Requirements/Evaluation:** attend evening film screenings each week; two short papers; and a 10-page final **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** American Studies majors **Distribution Notes:** meets Division 2 requirement if registration is under AMST or HIST; meets Division 1 requirement if registration is under ENGL, ARTH, or COMP **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Doug Kiel

COMP 274T(S) **Confronting Japan (W)** **Crosslistings:** JAPN 274/COMP 274
This tutorial looks into confrontations, within Japan and across its borders, how such confrontations are perceived, handled and narrated, and what they tell us about Japanese society. Through literature and other media, we will probe domestic issues, such as gender/economic disparities, aging, minorities, suicide, reclusion and post 3-11 recovery, and international issues, related to Japan's shifting roles within East Asia and beyond. Discussions will untangle the conflicting perspectives, and elaborate the thoughts and feelings of the various contestants. All readings and discussions will be in English. Some course materials will also be available in Japanese, for those interested. As this tutorial actively explores diversity of human thought, and the contexts that create such diversity, this is an EDI course.
Class Format: tutorial **Requirements/Evaluation:** 4- to 5-page papers and 2-page critiques (in alternating weeks), and one final report at the culmination of the course **Prerequisites:** sophomore standing or higher **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Japanese majors **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive

Spring 2016
TUT Section: T1 TBA Instructor: Shinko Kagaya

COMP 275T(S) **American Drama: Hidden Knowledge (W)** **Crosslistings:** THEA 275/COMP 275/ENGL 224/AMST 275
The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machievelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Edward Albee, Suzan-Lori Parks, Sarah Ruhl, Sam Shepard, Eugene O'Neill, Arthur Miller, David Mamet, Amy Herzog, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.
Class Format: tutorial **Requirements/Evaluation:** weekly papers/response papers; weekly meeting with instructor and tutorial partner **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Theatre majors, English majors
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under AMST **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives

Spring 2016
TUT Section: T1 TBA Instructor: Robert Baker-White

COMP 277 **Dangerous Minds/Endangered Minds in the German Tradition**
Crosslistings: GERM 277/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*.
Class Format: seminar **Requirements/Evaluation:** 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 Class Size:** 15 **Enrollment Preferences:** actual or prospective Comparative Literature or German majors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Gail Newman

COMP 278 **Premodern Japanese Literature and Performance** **Crosslistings:** JAPN 276/COMP 278
Some of Japan's performance traditions, which developed in different historical settings, have survived to this day and continue to coexist and compete for the attention of audiences both domestically and abroad. This course examines the Japanese literature of three major periods in Japan's history, focusing on how literary and performance traditions have been interrelated in the unfolding of Japanese literary history. We will begin by looking into the Heian period (794-1185), when the work of female authors occupied center stage and some of the canonical texts of the Japanese literary and cultural tradition were born. Next we will consider the medieval period (1185-1600), which saw the rise of the samurai class and the consequent shift in the domain of artistic creation. Then we will look at the Edo period (1600-1867), when a new bourgeois culture flourished and audiences were greatly transformed. We will also explore the continuing force of premodern literary traditions in contemporary performing arts. *All readings and discussions will be in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, presentations, written journals, two essay questions, one paper, and attendance of live performance events **Prerequisites:** none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 15
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives PERF Interdepartmental Electives

Not Offered Academic Year 2016
LEC

COMP 279(F) **Love and Revolution (W)** **Crosslistings:** ENGL 249/COMP 279
"Love" is here a kind of shorthand for questions of sexuality and gender: why do novels, plays, and films about contemporary political revolutions so often get caught up in seemingly extraneous and unrelated disturbances in the field of sexuality and gender relations? In this course we will study such works, which are especially responsive to social currents whose logic they cannot fully articulate. In these texts a state of political revolution almost irresistibly touches off sexual subversiveness as well, inviting the reader or spectator to interpret just what sexual upheaval has to do with political revolution. We will take up this problem in the setting of several historical revolutions and some literary and cinematic works that represent them: for example, the French Revolution (Beaumarchais' *The Marriage of Figaro* and the Marquis de Sade's *Philosophy in the Bedroom*); the Irish Revolution (plays by Synge, O'Casey, and Yeats); the Bolshevik Revolution (Babel's *Red Cavalry*); the Prague Spring (Kundera's *The Unbearable Lightness of Being*); and the Algerian Revolution (*The Battle of Algiers*). We will confront such questions as why an author might suggest that revolution can only be sustained through incest and libertinism; why the threat of anarchism is so deeply bound up with exuberant scatological excess, to the point of provoking a riot; why passionate nationalist revolutionaries should be scandalized by the idea of oedipal violence and take refuge in myths of female purity. We will examine historical and social texts as well as artistic ones, learning how literature and history might be read together and inversely: that is, learning to read literature or film as a kind of political event, and to read history literarily, with an eye to its rhetoric and figuration.
Class Format: seminar **Requirements/Evaluation:** regular class participation and four papers, totaling about 20 pages **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first- and second-year students and English majors who have yet to take a Gateway course **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories B

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Stephen Tifft

COMP 280 **History of the Book** **Crosslistings:** CLAS 200/ASST 200/HIST 392/REL 260/COMP 280
From ancient clay tablets, bamboo strips, and papyrus rolls to modern hardbacks, paperbacks, and e-readers, no object has so broadly and deeply represented the capacity for humans to create, preserve, and transmit knowledge, information, and ideas as the book. Books have been worshiped and condemned, circulated and censored, collected and destroyed. From works of art to ephemeral trash, they have been public and private, sacred and profane, magical and commonplace. Likewise, notions of the book have influenced every subsequent form of communication and transmission, whether we are browsing film and song "libraries" or "scrolling" down "pages" on the web. This course will explore aspects of the material, social, cultural, and intellectual history of the book, from the invention of the earliest writing systems through the modern development of digital media. Our inquiry will span the globe and the millennia, but we will pay special attention to the ancient and medieval Chinese, Greek, and Latin traditions and their enduring influence in the modern world. Topics will include orality and literacy, manuscript production, the invention and spread of printing, typography, reading culture, notions of authorship, libraries and collections, censorship, and the digital book. Through a variety of readings, hands-on exercises, and interactions with our abundant library resources, we will investigate how the changing form and function of the book interact across its long and diverse history. *All readings are in translation*.
Class Format: seminar **Requirements/Evaluation:** class participation, short written assignments, and a final project **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none **Distribution Notes:** meets Division 1 requirement if registration is under CLAS or COMP ; meets Division 2 requirement if registration is under ASST, HIST or REL
Distributional Requirements: Division 1
Other Attributes: HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM Instructor: Edan Dekel

COMP 284 **The Concept of *Bildung*: the Literature and Philosophy of Self-Discovery**
This course traces the influential concept of *Bildung*, or self-discovery, through the literature and philosophy of Germany, England, France, and other traditions, from the Enlightenment to the present. At the time of the French Revolution and amid the general fervor for democratic self-rule that it represented, a handful of German philosophers asked themselves a simple and yet profound question: If modern individuals could free themselves from dogmatic belief and from the political and cultural institutions that such belief supported, what new aesthetic, social, and political forms could express and support this freedom, and how might these new forms be discovered and maintained? The famously untranslatable concept of *Bildung*, whose meaning spans notions of education, cultivation, self-discovery, and self-actualization, was a response to this question that would inform joint projects of scientific discovery, artistic self-expression, and political self-determination well beyond the borders of Germany, and to the present day. Through careful analysis of key texts from this tradition, students will explore how representations of *Bildung* reflect changing ideas about identity, agency, pleasure, knowledge, and power. Readings will include literary works by writers like Goethe, C. Brontë, Wordsworth, Flaubert, Wilde, Equiano, Fanon, and Coetzee, in combination with critical and philosophical texts by figures like Kant, Hegel, Nietzsche, and Freud.
Class Format: seminar **Requirements/Evaluation:** one 5- to 7-page and one 8- to 10-page paper, a few other short writing assignments, and one in-class presentation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** students majoring or considering a major in Comparative Literature or a related discipline
Distributional Requirements: Division 1

Not Offered Academic Year 2016

SEM Instructor: Walter Johnston

COMP 293 The Great Library of Alexandria: Collecting and Connoisseurship in the Ancient World Crosslistings: CLAS 283/COMP 293/HIST 325/ARTH 283
During the early third century BCE, the Ptolemaic kings of Egypt built the Great Library of Alexandria to serve as a repository for all human knowledge. Such an audacious project of collection has rarely been attempted either before or since. At its height, the Great Library was reputed to house over 700,000 books from across the Greek world, as well as many translations of texts originally written in Latin, Hebrew, Egyptian, and even Sanskrit. Attracted by the vast stores of knowledge, scholars, artists, and poets flocked to the Great Library to create one of the most vibrant intellectual communities the world has ever known. In this course, we will examine the development and influence of the Great Library and its sister institution, the Mouseion (or "Museum") from a variety of cultural and historical perspectives. We will begin by exploring the political motives of the Ptolemaic kings and their reception of earlier traditions of collecting in the Greek and Near Eastern worlds. We will then turn to the intellectual and artistic activity at the Library itself, with special attention to the development of notions of connoisseurship and canon across various disciplines. Although implicated in the Ptolemies' political agenda, the scholars living and working in the Great Library were granted extraordinary freedom to pursue new ideas that transformed literature, science, and the arts forever. Readings will include selections from Theocritus' *Idylls*, Apollonius' *Argonautica* and Eratothenes' *Geography*. Finally, we will examine the legacy of the Great Library from the Roman empire to the present day, focusing particularly on how the concept of a universal archive has shaped the collecting practices of everything from modern art museums and Google Books to such governmental entities as the NSA. *All readings are in translation.*
Class Format: lecture Requirements/Evaluation: evaluation will be based on classroom performance, three response papers, one 12- to 15-page paper, and a midterm exam Prerequisites: none Enrollment Limit: 30 Expected Class Size: 20 Enrollment Preferences: preference given to majors or prospective majors in Classics, History, and Comparative Literature Distribution Notes: meets Division 1 requirement if registration is under CLAS, COMP or ARTH; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Benjamin Rubin

COMP 294T Philosophy and Narrative Fiction (W) Crosslistings: PHIL 294/COMP 294
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, Ecco, 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.
Class Format: tutorial Requirements/Evaluation: all students will attend Monday evening film screenings and discussions; tutorial pairs will meet with instructor for 1 hr a week; each student will write a 5-pg paper every 2nd week, and comment on the tutorial partner's paper on alternate weeks Prerequisites: none; open to all Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: students who demonstrate strong commitment to the course; prospective majors in PHIL, COMP or LIT and to students especially interested in film Dept. Notes: meets Value Theory requirement only if registration is under PHIL Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP Extra Info: no final paper; in addition, there will be weekly Monday evening film screenings, followed by class discussion; attendance of the screenings is mandatory may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Bojana Mladenovic

COMP 295(F) Philosophy of Film and Film Theory (W) Crosslistings: PHIL 295/COMP 295
Philosophy of film is a relatively young, but very rich and rapidly growing field. Its central question—What is film?—has been approached and framed in many different ways; naturally, the answers to that question, and the theoretical assumptions that underlie the answers, differ as well. This course will offer a selective overview of the debates that characterized philosophy of film since the early 20th century. Starting with early film theorists (such as Munsterberg, Arnheim, Bazin, and Soviet formalists), we will examine how their insights and disagreements influenced later developments in continental and analytic philosophy of film, and in film theory. While looking at film as art, as document, as experiment and as entertainment, we will always keep in sight specific theoretical assumptions that underlie different understandings of film, and different critical approaches to the medium. Some of the questions we will ask are: What is the nature of filmic representation? Does film accurately capture reality, as no other art does? Does it advance our thinking and increase our knowledge of the world? Or is it a supreme illusion, a dream-like escape, the domain in which the viewer's unconscious wishes are magically fulfilled? How does film generate meaning? Is film a creation of a single artist - the director, the author - or is it a result of a loosely synchronized and not quite coherent collaboration of many different people, each guided by her or his particular vision? Is there a room for the notion of collective intention in filmmaking? What is the nature of audience's response to film? Why do we seek to experience through film fear and anguish that we avoid in our daily lives? Are there ethical considerations that should govern both film production and spectatorship? Finally, is there a reason for philosophy of film and film theory to exist as a separate field? Is philosophy of film really autonomous, independent from traditional philosophical disciplines which help generate its central questions, such as aesthetics, philosophy of art, epistemology, ontology, semiotics, ethics, social and political philosophy? Is film today really distinct from a number of new, emerging visual media? How should we think about the boundaries and methods of theorizing about film?
Class Format: seminar Requirements/Evaluation: this is a reading, writing & viewing intensive class; evaluation will be based on class participation, 5 short response papers (about 800 words each), & two 5 pages long papers Prerequisites: none; open to first year students Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Philosophy majors and intended majors; students especially interested in film; and by seniority
Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP Extra Info: the second of which will be due after the end of classes; class attendance and Tuesday evening film screenings are mandatory may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Bojana Mladenovic

COMP 300T(F) Aesthetic Outrage (W) Crosslistings: ENGL 306/COMP 300
In this tutorial course we will explore interdisciplinary ways of theorizing the outraged reception of provocative works of film, theater, and fiction. When riots, censorship, and vilification greet such works in moments of political and social upheaval, the public outrage is often strangely out of proportion to either the work's aesthetic nature or its overt commentary on the political crisis. Something powerfully symptomatic is at work, then: a set of threatened investments, unacknowledged values, and repressed ideas which surface explosively, but indirectly, in the aesthetic outrage. In an attempt to understand the strange logic of public outrage against works of art, we will explore the works' historical context, and use theoretical models — aesthetic, political, psychological, social — as a means of illuminating the dynamics of outrage and exposing understated linkages between the work's figurative logic and the political passions of its historical moment. We will study instances of outrage against works addressing such crises as the French Revolution (Beaumarchais' *The Marriage of Figaro*), the wave of anarchist terrorism in turn-of-the-century Paris (Jarry's *Ubu the King*), World War II (Renoir's film *Rules of the Game* and Lubitsch's *To Be or Not To Be*), Stalinist collectivization (Eisenstein's suppressed and aborted film *Bezhin Meadow*), the apartheid era in South Africa (anti-apartheid comedy by Pieter-Dirk Uys), and/or recent Islamist riots (Rushdie's *Satanic Verses*). After two weeks in which we will meet as a group, students will meet with the instructor in pairs for one hour each week during the rest of the semester. They will write a 5- to 6-page paper every other week (five in all), and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.
Class Format: tutorial Requirements/Evaluation: active participation in tutorial discussions, five 5- to 6-page papers, five 1- to 2-page critiques Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: English majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Criticism Courses ENGL Literary Histories C

Fall 2015
TUT Section: T1 TBA Instructor: Stephen Tifft

COMP 302T Latino Writing: Literature by U.S. Hispanics (W) Crosslistings: RLSP 306/COMP 302
Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, 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 authors per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the second tutee and the tutor, will follow. The course is designed to accommodate both Spanish and English speaking students. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together.
Class Format: tutorial Requirements/Evaluation: five short oral presentations/papers (about 20-25 minutes) and a final longer one (about 40-45 minutes) Prerequisites: some previous course work in any literature beyond the 100 level is helpful; students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200-level RLSP course or seek permission of the tutor Enrollment Limit: 10 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2016
TUT Instructor: Gene Bell-Villada

COMP 304 Queer of Color Critique: Race, Sex and Urban Life (D) Crosslistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304
This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US

contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter-racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.
Class Format: discussion/lecture **Requirements/Evaluation:** mid-term essay, choice of final exam essay or 8-10 page research paper, responses to performance/special events
Prerequisites: none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Women's Gender & Sexuality Studies majors or prospective majors
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives ASAM Related Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Gregory Mitchell

COMP 305 Dostoevsky and His Age **Crosslistings:** RUSS 305/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.*
Class Format: lecture/discussion **Requirements/Evaluation:** ability to complete lengthy reading assignments, class participation, three short papers, and final synthetic assignment
Prerequisites: none **Enrollment Limit:** none **Expected Class Size:** 20
Distributional Requirements: Division 1
Other Attributes: GBST Russian + Eurasian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Julie Cassiday

COMP 306(S) Tolstoy and His Age **Crosslistings:** RUSS 306/COMP 306
This course will examine the life and works of the great Russian writer Lev Tolstoy in the context of Western intellectual history. Readings will include Tolstoy's two major novels, *War and Peace* and *Anna Karenina*, as well as a number of shorter works, such as *The Kreutzer Sonata* and *Hadji Murat*. We will also examine some of Tolstoy's aesthetic and didactic works. Ultimately, we will develop an understanding of the writer's environment and his impact on the numerous social movements calling for change in the second half of the nineteenth century. *All readings will be in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, 3 short papers, and a final research project **Prerequisites:** none **Enrollment Limit:** none
Expected Class Size: 15 **Enrollment Preferences:** none
Distributional Requirements: Division 1
Other Attributes: GBST Russian + Eurasian Studies Electives

Spring 2016
LEC Section: 01 TF 02:35 03:50 Instructor: Julie Cassiday

COMP 307(S) Asian American Writing and the Visual Arts (D) **Crosslistings:** AMST 304/ENGL 388/COMP 307
This course examines the intersection of Asian American writing and the visual arts in a range of works: graphic novels, art criticism, collaborative projects between poets and visual artists, works that combine textual and visual elements, ekphrastic poetry, poetry "inspired by" paintings, video work, digital poetry, among others. Writers and artists to be discussed include Mei-mei Berssenbrugge, Theresa Cha, Patty Chang, Mel Chin, Bhanu Kapil, Janice Lee, Tan Lin, Yoko Ono, Adrian Tomine, and John Yau.
Class Format: seminar **Requirements/Evaluation:** two papers, short assignments, presentation, participation **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors **Distribution Notes:** meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ASST Interdepartmental Electives

Spring 2016
SEM Section: 01 M 07:00 09:40 Instructor: Dorothy Wang

COMP 308 Everyday Life in Literature and Film **Crosslistings:** COMP 308/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.*
Class Format: seminar **Requirements/Evaluation:** 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 Class Size:** 10 **Enrollment Preferences:** Comparative Literature majors **Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Helga Druxes

COMP 309(S) Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life **Crosslistings:** AFR 302/COMP 309
Often viewed as the "dirty laundry" of the Black American past, colorism, or skin color bias, is a pervasive force within modern global society. Although it is not a new issue, its impact is far reaching and continues to have damaging effects on people of color-especially members within the African Diaspora. From skin bleaching creams like "Whitenicious" to rap music's fetishization of light-skinned women, colorism is a very real and present issue affecting Black life. From the literary works of Wallace Thurman and Toni Morrison, to the lyrics of blues crooner Big Bill Broonzy and rapper Lil Wayne, we will analyze the many ways that the politics of color influence standards of beauty and attractiveness, perceptions of behavior and criminality, and economic attainment and stability.
Class Format: seminar **Requirements/Evaluation:** evaluation in this course will be based upon class participation, response papers, one 6- to 8-page paper, and a formal class presentation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20
Distribution Notes: meets Division 2 requirement if registration is under AFR; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2016
SEM Section: 01 TR 08:55 09:45 Instructor: VaNatta Ford

COMP 310(S) Studies in European Cinema **Crosslistings:** ENGL 310/COMP 310
In this course we will explore the foundations of contemporary European cinema by studying a wide range of landmark films from 1920-1975. We will establish a kind of map of cinematic styles and movements, ranging from German expressionism (films by Wiene, Murnau, Lang) and Soviet montage (Eisenstein, Vertov) in silent films of the 1920s, through Italian neorealism (Rossellini, early Fellini) of the early postwar era, to the insurrectionary films of the French New Wave (Truffaut, Godard, Rivette) and the stylistic innovations of the German New Wave (Herzog, Fassbinder) in the 1960s and 1970s. However, there will be time to explore eccentric masterpieces — e.g., Dreyer's *Passion of Joan of Arc*, Carné's *Children of Paradise*, Tarkovsky's *Andrei Rublev*. Some pivotal and/or exceptionally distinctive directors — e.g., Sergei Eisenstein, Jean Renoir, Federico Fellini, Ingmar Bergman - will be treated at slightly greater length, but you can expect to move fast.
Class Format: seminar **Requirements/Evaluation:** regular class participation, two 5- to 7-page papers, and a final examination **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 20 **Expected Class Size:** 18 **Enrollment Preferences:** English majors
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories C

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Stephen Tifft

COMP 311(F) Experimental African American Poetry **Crosslistings:** AMST 307/COMP 311/AFR 301/ENGL 327
Contemporary African American poets in various cities and towns across the nation—from New York City to Los Angeles, from Berkeley to Durham, N.C.—are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. This formally innovative poetry defamiliarizes what we normally expect of "black writing" and pushes us to question our assumptions and presumptions about black identity, "identity politics," the avant-garde (for example, is it implicitly raced?), formalism, socially "relevant" writing, the (false) dichotomy of form versus content, the black "community," digital poetics, and other issues of race and aesthetics. We will examine the writings of living poets, who range widely in age, and those of their avant-garde predecessors in the twentieth century. We will also be making links between this poetry and African American music and visual art.
Class Format: seminar **Requirements/Evaluation:** two papers (6-8 pp., 8-10 pp.), short response papers, oral presentation, and class participation **Prerequisites:** none, though at least one previous literature course preferred **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors **Distribution Notes:** meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
SEM Section: 01 M 07:00 09:40 Instructor: Dorothy Wang

COMP 312 Francographic Islands (D) **Crosslistings:** RLFR 312/COMP 312/AFR 312
Utopia, paradise, shipwreck, abandonment, exile, death. Man's fascination and obsession with the island as place of discovery, beauty and imprisonment stretches across the centuries. In this class, we will read French literary and imagined islands alongside islands constructed by Francophone Caribbean, Indian Ocean and non-Western writers in French. What 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 Edouard Glissant. *Conducted in French*.
Class Format: seminar **Requirements/Evaluation:** active class participation, weekly response papers, midterm essay and final essay **Prerequisites:** open to students who have taken a literature course in RLFR at Williams, or permission of instructor **Enrollment Limit:** 20
Expected Class Size: 15 **Enrollment Preferences:** French majors and certificate candidates, Comparative Literature majors, and Africana Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Katarzyna Pieprzak

COMP 313(F) Rocket Men: Ballistic Culture (W) **Crosslistings:** ENGL 312/COMP 313
In the decades following the end of World War II, America's economy, political life, and culture were deeply shaped by the dream of exploring outer space. When, in July,1969, Neil Armstrong stepped onto the moon, it was the culmination of an imaginative and technical effort unprecedented in history. But what did it mean to have succeeded? This course will explore the culture of rocketry and aeronautics that developed between 1945 and the end of the Apollo

program, both within the space program and as it was refracted in popular culture. Much of the course will be devoted to a reading of *Gravity's Rainbow*, Thomas Pynchon's monumental effort to understand the seductive, annihilating force of rockets, emblems of a modernity in which the powers of technology have outstripped human design and control.
Class Format: seminar **Requirements/Evaluation:** each student will submit a portfolio of twenty-five pages of writing; writing for the course will take the form of articles for a multimedia encyclopedia of rocket culture; extensive collaboration will be required **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 15 **Expected Class Size:** 15
Enrollment Preferences: English majors; Comparative Literature majors; sophomores
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Criticism Courses ENGL Literary Histories C

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Shawn Rosenheim

COMP 314T Enlightenment and its Discontents (W) Crosslistings: GERM 306/COMP 314
"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.
Class Format: tutorial **Requirements/Evaluation:** 5-page papers or 2-page written commentaries every other week **Prerequisites:** for German students, GERM 201 or the equivalent; for non-German students, one college literature course; not open to first-year students, except with permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** German and Comparative Literature students **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Gail Newman

COMP 316(S) An American Family and "Reality" Television (W) Crosslistings: ARTH 310/WGSS 312/AMST 333/COMP 316
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television.
In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.
Class Format: seminar **Requirements/Evaluation:** class presentations, research assignments, and final 16- to 20-page research paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** junior majors, followed by senior majors **Distribution Notes:** meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives ARTH post-1600 Courses

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: C. Ondine Chavoya

COMP 317(F) Dante Crosslistings: ENGL 304/COMP 317
In the spring of 1300, Dante Alighieri entered Hell. *The Divine Comedy* is the record of the journey that followed. It is organized around a series of encounters with figures from the poet's past—for example, a former teacher damned for violating nature—as well as historical and literary characters: Ulysses, Thomas Aquinas, Plato, Virgil, Adam. Though the *Comedy* is probably now best known for its savagery — the bodies split open, the Popes turned upside down and lit on fire—it is also, as Dante claims, a love story and a work of high imaginative daring. Among its final images is a vision of paradise rendered through the precise if also mind-bending language of non-Euclidean geometry. In this course we will read the three books of the *Comedy* (*Inferno, Purgatorio, Paradiso*), the *Vita Nuova*, and a few brief selections from Dante's other works. All readings will be in translation.
Class Format: seminar **Requirements/Evaluation:** four written exercises, three exams, and a 10-page final paper **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** English majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories A

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: John Kleiner

COMP 318(F) Twentieth-Century Novel: From Adversity to Modernity Crosslistings: RLFR 318/COMP 318
In his futurist novel *Paris in the Twentieth Century* (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor 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. *Conducted in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper **Prerequisites:** a 200-level course such as RLFR 201, 202, 203; or by placement test; or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission; seniors returning from study abroad (in France or another Francophone country) are particularly welcome
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 Cancelled

COMP 319(S) Black Migrations: African American Performance at Home and Abroad Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A
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. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Rashida Braggs

COMP 320T Enchantment and the Origins of Poetry (W) Crosslistings: CLAS 320/COMP 320/CLGR 410
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.*
Class Format: tutorial **Requirements/Evaluation:** 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 **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10
Enrollment Preferences: preference given to majors in Classics and Comparative Literature
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Edan Dekel

COMP 321(F) Groovin' the Written Word: The Role of Music in African American Literature Crosslistings: AFR 314/AMST 314/COMP 321/ENGL 314
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 3-page

paper, one 6- to 8-page paper comparing two works, one in-class spoken word performance with 2-page report, final presentation **Prerequisites:** none; open to all **Enrollment Limit:** 20 **Expected Class Size:** 15 **Distribution Notes:** meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP or ENGL **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Rashida Braggs

COMP 322 **Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora** **Crosslistings:** AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356
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 and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.
Class Format: seminar **Requirements/Evaluation:** 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) **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none **Dept. Notes:** this course is part of the Gaudino Danger Initiative **Distribution Notes:** meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under ARTH, COMP or ENGL **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Rashida Braggs

COMP 323T **Reason, Unreason and Anti-Reason from the Enlightenment to the Third Reich (W)** **Crosslistings:** GERM 323/COMP 323
From its inception in the eighteenth century, modern German art and thought have probed the nature of human reason. At every turn, the celebration of rationality as triumphing over the irrational has brought with it a resistance to the rational: Lessing's Enlightenment dramas find their counterpart in those of the *Sturm und Drang* movement; Kleist's preoccupation with reliable justice and predictable happiness can't hide an unblinking knowledge of life's randomness; Freud's search for ultimate knowledge is constantly shadowed by the unknowable; in the acts and "theories" of the Nazis, we see the ultimate horror of rationality reduced to rigid mechanics, in the service of the unthinkable. The course will involve reading closely and writing intensively about texts by, among others, Lessing, Goethe, Kleist, Büchner, Nietzsche, Freud, Kafka, and the Nazi propagandists.
Offered in English or German: Reading, discussion and writing will be in German for German-speakers, in English for non-German speakers.
Class Format: tutorial **Requirements/Evaluation:** two seminar meetings with the entire group; five 5-page papers, five 2-page critiques of the partner's papers **Prerequisites:** for students taking the tutorial in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** German or Comparative Literature majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Gail Newman

COMP 324 **Contemporary Art of the African Diaspora** **Crosslistings:** AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324
This course explores the visual arts of the contemporary African Diaspora from the Caribbean, Islamic Mediterranean, Europe, and the United States. The first half of the course examines art historical and anthropological theories utilized in analyses of global contemporary art. The second half of the course uses original works from WCMA's permanent collection and the exhibition Fathi Hassan: Migration of Signs to consider areas of convergence and divergence in the practices of artists from the Atlantic and Islamic worlds.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, response papers, and 10-12 page final paper **Enrollment Limit:** 10 **Expected Class Size:** 10 **Distribution Notes:** meets Division 1 requirement if registration is under COMP or ARTH; meets Division 2 requirement if registration is under AFR, ARAB or ANTH
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives ARTH Middle East, Asia and Africa Courses ARTH post-1600 Courses GBST African Studies Electives GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Maurita Poole

COMP 325(S) **Joyce, Woolf, and Proust** **Crosslistings:** ENGL 325/COMP 325
This seminar focuses on novels by three of the most important writers of modernist fiction: Marcel Proust (*Swann's Way*, the first novel of his sequence *In Search of Lost Time*); Virginia Woolf (*Mrs. Dalloway* and *To the Lighthouse*); and James Joyce (*Ulysses*, read in slightly abridged form). By juxtaposing these pathbreaking texts, we will examine the distinctive yet related ways in which they explore crucial preoccupations of modernism: the threat and the exhilaration of cultural loss in face of social and political transformations in the early twentieth century; the turn to memory, to art, and to objects as stays against de-stabilized subjectivity and as means of re-thinking value; the emergence of new forms of political and sexual identity; the heightening of consciousness to the verge of transport or disintegration; and the roots and perversities of desire. Students who have studied *Ulysses* in a previous course are welcome.
Class Format: seminar **Requirements/Evaluation:** regular class participation, two 8- to 10-page papers **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; students who have studied *Ulysses* in a previous course are welcome **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** English majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories C

Spring 2016
SEM Section: 01 Cancelled

COMP 326T **Queer Temporalities (W)** **Crosslistings:** REL 326/LATS 426/WGSS 326/COMP 326
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 Mu&#241oz) 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 Mu&#241oz 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.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on class attendance, analytical essays, responses, and revised essays **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** 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 **Distribution Notes:** meets Division 2 requirement if registration is under REL, LATS or WGSS; meets Division 1 requirement if registration is under COMP **Extra Info:** Pairs will meet with the instructor 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.
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LATS Core Electives

Not Offered Academic Year 2016
TUT Instructor: Jacqueline Hidalgo

COMP 327 **Theory after Postmodernism: New Materialisms and Realism** **Crosslistings:** REL 327/COMP 327
Since the 1970s much of the academy has labored under a particular form of linguistic skepticism (often called postmodernism or poststructuralism) that is directed at the destruction of stable conceptions of subjectivity and meaning. It is often said that everything is a text and that all knowledge is power. But just as the typewriter has given way to the computer and disco to dubsteb, as we exit postmodernity new philosophies are appearing on the conceptual horizon.
This course will layout this challenge to postmodernism by exploring the work of cutting edge theorists in French and American movements known as new materialism, speculative realism, and actor-network theory. Often drawing on work in ecology, feminism, science studies, neuroscience and complexity theory, these thinkers aim to reclaim knowledge of the real world, to suture the separation between the sciences and the humanities, and to overturn what they see as the dualism between matter (as dead or inert) and mind (as the locus of life and agency). By so doing, they claim to empower the object-world and dethrone humanity from the center of philosophy. Thinkers to be considered may include: Karen Barad, Jane Bennett, Bruno Latour, Catherine Malabou, Quentin Meillassoux and Bernard Stiegler.
While the relevance of these movements to the study of religion will be discussed, this course is intended for students of any major who wish to study critical, political, or philosophical theory.
Class Format: seminar **Requirements/Evaluation:** regular participation and attendance, regular short writing assignments, 10- to 15-page final paper **Prerequisites:** none, although prior coursework in critical theory, political theory, or continental philosophy is strongly recommended **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Religion, Philosophy and Comparative Literature majors **Distribution Notes:** meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Jason Josephson

COMP 328 **California: Myths, Peoples, Places (W)** **Crosslistings:** LATS 318/AMST 318/REL 318/COMP 328/ENVI 318
"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."
Class Format: seminar **Requirements/Evaluation:** this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class**

Size: 15 **Enrollment Preferences:** none **Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Jacqueline Hidalgo

COMP 329(S) **Political Romanticism** **Crosslistings:** ENGL 322/COMP 329/PSCI 234
What is Romanticism, and how does it relate to the world-changing political upheavals that emerge along with it? Romantic literature emerged around the time of the French and Haitian Revolutions, and many Romantic authors were deeply sympathetic to the democratic principles of freedom and equality that inspired such political uprisings. Yet many also questioned revolutionaries' attempts to realize such ideas by forcibly seizing control of governments. These authors became interested in art and literature as alternative means of bringing about social and political change. In so doing, they invented ideas about the political power of art that are still very much with us today. This seminar examines these ideas through readings of works of Romantic literature and the philosophy that brought them into the world, while also considering how arguments subsequently developed for and against political Romanticism inform today's heated debates about the relationship between art and politics. Authors may include Burke, Kant, Rousseau, Wordsworth, Schiller, C. Smith, P.B. Shelley, Hegel, Heine, Marx, and Carl Schmitt.
Class Format: seminar **Requirements/Evaluation:** evaluation based on two papers, 6 and 8-10 pages in length, weekly posts, and general participation **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English, Comparative Lit, German, Political Science majors **Distribution Notes:** meets Division 1 requirement if registration is under ENGL and COMP; meets Division 2 requirement if registration is under PSCI
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses ENGL Literary Histories B

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Walter Johnston

COMP 330(F) **New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City** **Crosslistings:** THEA 330/COMP 330/AMST 331
This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafrcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Briton*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.
Class Format: seminar **Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** none **Distribution Notes:** meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Deborah Brothers

COMP 331T **The Brothers Karamazov (W)** **Crosslistings:** RUSS 331/COMP 331/ENGL 371
Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of The Brothers Karamazov.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions **Prerequisites:** at least one 200-level literature class **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring or considering a major in Russian, Comparative Literature, or English **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: JLST Interdepartmental Electives

Not Offered Academic Year 2016
TUT Instructor: Julie Cassiday

COMP 332 **Hiphop and The Changing Same: African American Consciousness And Music 1925—2015** **Crosslistings:** AFR 332/COMP 332
In Amiri Baraka's book Black Music and especially in its pivotal 1967 essay 'The Changing Same—R&B And The New Music" he examines the musical and political complementarity of the most experimental jazz of the 60s and the most socially conscious rhythm and blues of the day. Baraka proposed a populist modernism that would unite the most commercial and the most avant-garde streams of Black Music. The goal was to forge what Baraka called a Unity Music—one that would esthetically mirror and presage an ideal unification of divergent African American political philosophies and protest movements.
The notion that Black Music could play a vital role in the pursuit of social justice gained popular and vocal modernist proponents during the 1920s Harlem Renaissance via Louis Armstrong and Duke Ellington, The Bebop Generation of Billie Holiday, Charlie Parker, Thelonius Monk, Dizzy Gillespie and Mary Lou Williams, Miles Davis and Max Roach who followed Ellington and Armstrong built upon their innovations and anti-racist stances. The Beboppers have been described as the "forerunners of the Civil Rights movement" for their stance towards discrimination and radical experimentation. The post-bop and freedom jazz musicians such as Sun Ra, John Coltrane and Ornette Coleman, who carried the baton for freedom jazz in the late 50s and 60s came to sonically represent the fire and fury of the Civil Rights and Black Power movements. Through Baraka's own creative and rhetorical interventions their music became the artistic standard bearers of the Black Arts Movement. The socially conscious R&B and Funk of the 1970s as parlayed by bands such as Earth Wind and Fire, Parliament-Funkadelic, Rufus, War and Mandrill fused the energy of freedom jazz with the populist modernism of funk avatars James Brown, Curtis Mayfield, Jimi Hendrix and Sly Stone. Their work greatly influenced global pop insurgents such as Bob Marley and The Wailers and Fela Kuti who wrought critical hybrids of indigenous and imported forms to speak truth to power in their homelands, and beyond. Hiphop culture inherited the popular modernist mantle and openly radical-activist imperative jazz had largely abandoned by the 1990s. As hiphop evolved in that decade it became a platform for new alignments of art, commerce and politics. Novel tensions emerged between the culture's pro-capitalist instincts and its desire to represent African American working class struggle. Hiphop music in Africa simultaneously blossomed as a vehicle for anti-oppression and anti-corruption activism.
The course will draw heavily upon Baraka's seminal books *Blues People and Black Music*, alongside David Levering Lewis' *When Harlem Was In Vogue* Tricia Rose's *Black Noise* and Jeff Chang's *Can't Stop Wont Stop* to revisit and re-interrogate these historic epochs when music, politics and the marketplace converged to transform the relationships between activism, mass-culture-industry production and the social consumption of music. Examination of the role music has played in forwarding and complicating African American social justice movements will be the paramount focus.
Class Format: lecture **Requirements/Evaluation:** two 5- to 7-page papers and a final 10- to 20-page paper/project **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Africana Studies concentrators **Distribution Notes:** meets Division 2 requirement if registration is under AFR ; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
LEC Instructor: Gregory Tate

COMP 333T(S) **Narrative Strategies** **Crosslistings:** ARTS 333/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, Lorna Simpson, Joe Sacco, Lydia Davis, Raymond Pettibon, Todd Solondz, Sophie Calle, Jenny Holzer, and Omer Fast 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?
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.
Class Format: 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
Requirements/Evaluation: evaluation based on assignments, studio performance, class participation, and attendance **Prerequisites:** students are required to have taken at least two ARTS 200-level classes in any medium, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Art Studio majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Spring 2016
TUT Section: T1 M 01:10 03:50 Instructor: Laylah Ali

COMP 334(S) **Imagining Joseph (W)** **Crosslistings:** ANTH 334/COMP 334/JWST 334/REL 334
Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.
Class Format: seminar **Requirements/Evaluation:** 3- to 5-page weekly response papers; 15-page final paper; class participation **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** based on responses to a questionnaire **Distribution Notes:** meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Peter Just

COMP 335T(S) **Two American Poets: Wallace Stevens and John Ashbery (W)** **Crosslistings:** AMST 336/ENGL 320/COMP 335
This tutorial focuses on the work of two major American poets who are known for their "difficult" poetry. In some respects, Stevens (1879-1955) and Ashbery (b. 1927) book-end twentieth-century poetry: Stevens is a major Modernist poet, perhaps the most philosophically oriented

American poet of the twentieth century, and Ashbery is considered by most critics to be the most important American poet alive. Students will do close readings of their poems (and one play, "Three Travelers Watch a Sunrise", by Stevens), as well as read their writing on poetry and art. We will discuss the overlaps between Stevens' and Ashbery's work and lives—their having grown up in the Northeast and attended Harvard, what some see as the abstractness of their writing, their mastery of tone, among others—but also the differences: Ashbery's sexuality, his having lived in France, the supposedly more "avant-garde" nature of Ashbery's work, and so on. Along the way, we will ask questions about the nature of poetic difficulty, of abstraction, of the (lyric) poetic speaker in their works, of poetic tone, of the link between the poem and the world (e.g., in description), of the thinking and philosophizing that poems do. We will also ask about their links to major poetry "movements" (Modernism, the New York School) and pose questions that are rarely asked about their poetry, such as "What are the politics, implicit and explicit, in their poems?" "What are their views about the United States and American society and culture?" "What assumptions about race, gender and class are embedded in their poetry?" And, always, we will be paying close attention to the question of form and language in Stevens' and Ashbery's poetry.
Class Format: tutorial **Requirements/Evaluation:** typical tutorial format; papers every other week **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** ENGL majors, COMP majors, AMST majors; preference will be given to students who have already taken at least one literature class **Distribution Notes:** meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives

Spring 2016
TUT Section: T1 TBA Instructor: Dorothy Wang

COMP 336T **Freud and Psychoanalysis (W)** **Crosslistings:** PSCI 336/COMP 336
By any measure, Sigmund Freud was one of the most influential intellectuals of the 20th century. Although he was not explicitly preoccupied with articulating political principles and only rarely addressed questions of governance or policy, his assumptions, theories, and therapeutic techniques have fundamental implications for the basic questions of political theory—questions about, for instance, the sources of conflict and group cohesion, what ways of living are desirable and attainable, and the place of reason, desire, emotion, affect, and motive in the interpretation and explanation of human interaction. This tutorial offers an in-depth exploration of Freud's key writings and concepts, from his early work on sexuality and dreams through his final writings. While we will read some of the texts that most directly address conventional political topics, Freud generally has more to say to students of politics when he is formulating his fundamental views of the psyche (of the nature and role of the unconscious, of drives, etc.), and the syllabus will reflect that view. Over the course of the semester, we will consider some scholarly commentaries on specific texts as well as critical assessments of the psychoanalytic project; as time allows, we may also engage such key later psychoanalytical thinkers as Klein, Winnicott, Lacan, and Kristeva. The preponderance of the tutorial, however, will be given over to the students' own careful reading, interpretation, and evaluation of Freud's most important writings.
Class Format: tutorial **Requirements/Evaluation:** grades are based on five or six 5- to 7-page papers, five or six 1.5 page responses, and class participation **Prerequisites:** at least one course in political theory, literary theory, or philosophy or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors **Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under PSCI **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI Political Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Mark Reinhardt

COMP 337 **Zen and Philosophy: The Kyoto School and its Legacy in Japanese Thought**
Crosslistings: REL 337/ASST 337/COMP 337
Popularly regarded as the most important philosophical movement in modern Japanese history, the Kyoto School creatively marshaled the resources of Buddhism to address the impasses of Western philosophy to startling effect. Although the members of the Kyoto School were not all of one mind, their shared aims were ambitious: to bridge the dualism between subject and object, to overcome nihilism, to explore the implications of absolute nothingness, and to surmount what they saw as the chasm between Japanese and European thought. After providing some brief background in Japanese Buddhism, we will read the writings of the core thinkers of the Kyoto School: Nishida Kitaro, Tanabe Hajime, Nishitani Keiji, and some of their later protégés. Thematically, we will explore issues in ethics, epistemology, phenomenology, metaphysics, and the philosophy of religion; and demonstrate the continued relevance of their insights in these areas. Finally, we will reflect on the group's engagement with Japanese nationalism. *All readings will be in translation*.
Class Format: seminar **Requirements/Evaluation:** regular participation and attendance, regular short writing assignments, 10- to 15-page final paper **Prerequisites:** none, but previous coursework in Religion, Comparative Literature, Political theory, and/or Philosophy is strongly recommended **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Religion, Asian Studies, and Comparative Literature majors **Distribution Notes:** meets Division 2 requirement if registration is under REL or ASST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Jason Josephson

COMP 338 **The Culture of Carnival (D)** **Crosslistings:** THEA 335/COMP 338
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.
Class Format: studio **Requirements/Evaluation:** 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. **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 18 **Enrollment Preferences:** sophomores and first-year students
Distributional Requirements: Division 1 Exploring Diversity

Not Offered Academic Year 2016
STU Instructor: Deborah Brothers

COMP 339(S) **Race, Gender, and Performance from Literature to Social Media (D)**
Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322
What different conversations around the topic of "diversity" might be had if we think of race, gender, and sexuality as performative? How might the analytic of performance equip us in this course to identify marginalized modes of being and to enact anti-xenophobic strategies for everyday practice? In this course we will study multiple forms of contemporary performance (including performance art, visual art, sound art, social media, literature, politics, and performance of everyday life) by artists of diverse racial, gender, and sexual identification to think about belonging and alternative forms of world-making.
We will explore these questions in a United States context through engagement with cultural texts that destabilize ideological binaries of female/male, black/white, heterosexual/homosexual, subject/object, and human/non-human, including scholarship in critical ethnic studies, queer of color critique, and affect studies. We will begin with linguistic philosopher J.L. Austin's theory of the performative speech act, and proceed with theorists including Judith Butler and José Esteban Muñoz to consider gender and racial performativities. Artists studied will range from the conceptual (including Adrian Piper, Nao Bustamante, and Yoko Ono) to the popular (including Rihanna, Miley Cyrus, R. Kelly). This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces? This EDI course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.
Class Format: seminar **Requirements/Evaluation:** in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Distribution Notes:** meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses LATS Comparative Race + Ethnic Studies Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Vivian Huang

COMP 340 **Literature and Psychoanalysis (W)** **Crosslistings:** COMP 340/ENGL 363
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 two-thirds of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. *All readings in English.*
Class Format: lecture/discussion **Requirements/Evaluation:** active engagement with the material and with each other, plus two 5-page papers, one 8-page paper, and a symposium presentation **Prerequisites:** one previous course in either COMP or ENGL, or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Comparative Literature majors
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses

Not Offered Academic Year 2016
SEM Instructor: Gail Newman

COMP 341 **Cinematic Representations of Work and Migration after the Wall**
Crosslistings: COMP 341/WGSS 341/ENGL 302
The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Agustin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: *Illegal, Working Man's Death, NordSud.com, Lichter* (Lights), *Code Unknown, The Flower Bridge, Occident, Since Otar Left, Losers and Winners, Whore's Glory, Le Havre* and *Time Out*.
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper **Prerequisites:** a 200-level ENGL or COMP course, or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Comparative Literature and Women's Gender & Sexuality majors **Distribution Notes:** meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Helga Druxes

COMP 342(S) **Latina/o and Indigenous Literatures** **Crosslistings:** LATS 336/COMP 342/ENGL 365/AMST 337
Indigeneity has been central conceptually, theoretically, culturally, and politically in Latina/o and indigenous literatures. We will examine points of commonality and contention in the ways U.S.-based Latina/o and indigenous writers represent, explore, and employ indigeneity. How have these writers articulated indigeneity as a theoretical concept, cultural signifier, and epistemology? How do conceptions of sovereignty and self-determination shift across these works and the historical contexts from which they emerge? Further, what roles do space, place, and land play in the embodiment of indigeneity in Latina/o and indigenous literatures? Students will read short stories, novels, poetry, and drama by writers such as alurista, Gloria Anzaldúa,

Cherríe Moraga, Héctor Tobar, Simon Ortiz, Louise Erdrich, Craig Santos Perez, Alani Apio, and Leslie Marmon Silko.
Class Format: seminar **Requirements/Evaluation:** participation, online posts, midterm, and a seminar paper that will require the submission of an annotated bibliography, proposal, and abstract **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** junior and senior Latina/o Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under LATS or AMST
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Alma Granado

COMP 343 Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel (D) (W) **Crosslistings:** RUSS 343/COMP 343/JWST 343/GBST 343
Known alternately as "master of the short story" and "Russian Maupassant," Isaac Babel was not only one of the most celebrated and intriguing authors of early Soviet Russia, but also a cultural figure of profound national and international significance. For a number of reasons (political, aesthetic, professional, ethical) Babel was not prolific and this will allow us to read almost all of his creative output, something we rarely get to do in the course of a single semester. Babel's writing is extremely varied—it includes sketches, journalistic prose, short stories, plays, movie scripts, one unfinished novel—and richly intertextual. This will afford us the opportunity to read the work of some of his contemporaries and predecessors, from both Russia and abroad, with whom he fashioned brilliant literary conversations, among them Guy de Maupassant, Anton Chekhov, Sholem Aleichem, and Ivan Turgenev. Babel saw self-definition as the core of his writing and as an EDI offering, this course will ask students to reflect on what it meant to be a Russian, a Jew, and a non-party author—an outsider, insider, and problematic hybrid rolled into one—in the highly unsettled, and unsettling, 1920s and 1930s. *All course readings will be in translation, but students are highly encouraged to read in the original (Russian, French, Yiddish) whenever possible.*
Class Format: seminar **Requirements/Evaluation:** active class participation, frequent short writing assignments, a final project, and an oral presentation **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Russian and Comparative Literature majors, Jewish Studies and Global Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under JWST or GBST
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: GBST Russian + Eurasian Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Janneke van de Stadt

COMP 344 From Hermeneutics to Post-Coloniality and Beyond (D) **Crosslistings:** REL 304/COMP 344
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.*
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and participation and three essays (6 pages) **Prerequisites:** some familiarity with philosophy and/or theory is recommended **Enrollment Limit:** 18 **Expected Class Size:** 18
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Critical and Cultural Theory Electives ASST Interdepartmental Electives ENGL Criticism Courses

Not Offered Academic Year 2016
LEC Instructor: Georges Dreyfus

COMP 345(S) 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*).
Class Format: seminar **Requirements/Evaluation:** response papers, case studies and a final essay **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20
Enrollment Preferences: Comparative Literature majors
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Katarzyna Pieprzak

COMP 346(S) Questioning the Cultural Self in Literature (D) (W) **Crosslistings:** COMP 346/ARAB 346
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 may 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.*
This course fulfills the Educational Diversity Initiative (EDI) because it integrates the comparative study of various cultures and societies, it directly addresses issues of power and privilege and it explores how "difference" is imagined and theorized.
Class Format: lecture/discussion **Requirements/Evaluation:** active class participation, two 3- to 5-page papers and a final 7- to 10-page paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Comparative Literature majors
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Armando Vargas

COMP 347T(F) Silence, Loss and (Non)Memory in Twentieth-Century Austria (D) (W) **Crosslistings:** GERM 331/COMP 347
Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works.
The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least 3 of the papers will be in German.
This tutorial will fulfill the Exploring Diversity Initiative, because it involves a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; in fact, the Allies in 1944 published a declaration that Austria was the "first victim of Hitler," clearly demonstrating the continuing principle that not looking at the transgressions of oneself and one's own kind is a feature of those in power.
Class Format: tutorial **Requirements/Evaluation:** five 5-page papers, one revision, discussion **Prerequisites:** for those taking it in German: GERM 202 or the equivalent, for those taking it in English: one college-level literature course **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** German students, Comparative Literature majors
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive

Fall 2015
TUT Section: T1 TBA Instructor: Gail Newman

COMP 348T(S) Interior Lives: Ninteenth-Century American Literature and the Idea of Home (W) **Crosslistings:** AMST 342/ENGL 342/COMP 348
We often discuss US history in terms of leaving home: the escape from an old world and the discovery of a new one, the journey from a civilized east to a western frontier, the violent displacement of indigenous peoples and Africans from their native lands. In contrast to these narratives, this course is about staying home. It will explore houses as both actual structures and imaginary places in the work of several major nineteenth-century American writers. We will think about the home as a real space whose walls, windows, and doors organized domestic life— how and when individuals worked, ate, slept, had sex, were enslaved, raised children, cared for the sick, and died—and study the home's functions as a metaphor for big, abstract ideas about privacy and politics, individualism and nationhood, escape and return, freedom and oppression. Through careful examination of fiction and personal narratives, as well as poetry, photographs, and domestic manuals, the class will consider what it meant to be "at home", what it meant to be imprisoned there, and what it meant to run away. The syllabus will include writing by J.H. Banka, Gustave de Beaumont and Alexis de Tocqueville, Emily Dickinson, Frederick Douglass, Charlotte Perkins Gilman, Harriet Jacobs, Herman Melville, Florence Nightingale, Edgar Allan Poe, Jacob Riis, Henry David Thoreau, Mark Twain, and Edith Wharton, as well as secondary materials by Gaston Bachelard, Russ Castronovo, Michel Foucault, Diana Fuss, Caleb Smith, and Wharton (on decorating).
Class Format: tutorial **Requirements/Evaluation:** participation, 5-6 tutorial papers, and 5-6 responses. **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** Sophomore, Junior, or Senior standing and at least one previous class in American Studies, English, or Comparative literature, {or} permission of the instructor **Distribution Notes:** meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives

Spring 2016
TUT Section: T1 TBA Instructor: Jamie Parra

COMP 349T(S) Modernism and the Problem of Modernity (W) Crosslistings: ENGL 350/COMP 349
Historically, "modernity" refers roughly to the last four centuries, a time that saw the rise of the scientific revolution, market economies, industrialized production, and mass democracy. Such developments radically altered the world, producing, for many, a disorienting experience of rupture with tradition and the past. All, to be sure, in the name of progress, for the Enlightenment regarded modernity as a fundamentally moral project, one that would reduce human suffering by means of science and technology, increase the authority of reason in public life, and extend individual rights to ever more classes of people. At the same time, however, the Enlightenment cast unacknowledged shadows of its own making: distinctively modern ills like colonial exploitation, mechanized warfare, and widespread feelings of rootlessness and anomie. Progress and good bound up so tightly with loss and evil, it is no wonder that modernity struck (and still strikes) many living through it as a "problem": is modernity a good, but unfinished, project? Or is it, rather, some kind of fateful error, which will lead to the devastation of the natural world without, and human nature within? Will it make us freer and our lives more meaningful? Or is the freedom it promises chimerical? And can life any longer have real meaning in an impersonal world dominated by mass culture and technology? Such anxious doubts haunt modernity, and late 19th and early 20th-century texts that give them forceful expression will be the focus of this tutorial, including: Freud's *Civilization and its Discontents*, Dostoevsky's *Notes from Underground*, Conrad's *Heart of Darkness*, Nietzsche's *The Genealogy of Morals*, Horkheimer and Adorno's*Dialectic of Enlightenment*, James' *The Portrait of a Lady*, Woolf's *Mrs. Dalloway*, and Beckett's *Endgame*.
Class Format: tutorial Requirements/Evaluation: typical tutorial format: 5-pg paper every other week, 2-pg response other weeks. Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 10 Expected Class Size: 10 Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive

Spring 2016
TUT Section: T1 Cancelled

COMP 350 Cervantes' "Don Quixote" in English Translation Crosslistings: COMP 350/RLSP 303/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.
Class Format: seminar Requirements/Evaluation: active participation, three short papers, and a final project designed in consultation with the instructor Prerequisites: any 200-level literature course in foreign languages, COMP, or ENGL, or permission of the instructor.
Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: Comparative Literature majors and upperclass students Dept. Notes: does not count toward the major in Spanish Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories A

Not Offered Academic Year 2016
SEM Instructor: Leyla Rouhi

COMP 351(S) The Global Avant Garde in Literature and Film (D) Crosslistings: ENGL 352/COMP 351
Chic, sophisticated, experimental, bohemian, radical: the words we think of when we think of the "avant garde" call to mind the great cities of Europe and America in the early decades of the twentieth century. The usual suspects hail from Paris, London, Moscow, Rome, and New York, but many of them claimed to be mining the "naïve arts" and primitive energies of the "uncivilized societies" in Africa, Asia, and beyond. Can we recover these Others, these understudied but essential artists, as more than unconscious transmitters of unfamiliar cultures, and locate in their work a distinct set of aesthetic and political practices? Can we trace the global vectors of a representational strategy that is not Euro-American but is nevertheless politically and formally radical? Writers and directors like Jean Toomer, G.V. Desani, Amos Tutuola, Émile Habiby, Jean Genet, Aimé Césaire, Haroun Farocki, Patrick Chamoiseau, Claire Denis, and Andrea Arnold will help us locate and consider the explosive diversity of a broader avant garde's experiments with image, sound, and language, as well as how these texts have contributed to and put pressure on more traditionally Western modernisms. In posing a question about the geographical and cultural purview of the Avant Garde around the time of the world wars, this class encourages students to interrogate the transmissibility of aesthetic practice in an age of global upheaval. We will look to writers and artists working in a variety of traditions and, equally importantly, against those traditions, in order to examine the vectors of power and resistance that inflect a particular form of modernist expression.
Class Format: seminar Requirements/Evaluation: weekly discussion questions, one short provocation paper of 2-3 pages or a creative project, presentation, and a research paper of 10-12 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 Class Size: 25 Enrollment Preferences: English majors
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ASAM Related Courses ENGL Literary Histories C

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Anjuli Raza Kolb

COMP 352 Writing after the Disaster: The Literature of Exile Crosslistings: COMP 352/JWST 352/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.
Class Format: seminar Requirements/Evaluation: active participation in class discussions, an oral presentation, several short writing assignments, a midterm paper and a final paper
Prerequisites: COMP 111 or an equivalent ENGL course Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: Comparative Literature majors Distribution Notes: meets Division 1 requirement if registration is under COMP or RLSP; meets Division 2 requirement if registration is under JWST
Distributional Requirements: Division 1
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives JWST Core Electives

Not Offered Academic Year 2016
SEM Instructor: Soledad Fox

COMP 353(F) Shakespeare and Jonson: Renaissance Rivals Crosslistings: ENGL 303/COMP 353
What can we learn by reading two writers together that we cannot learn by reading them separately? William Shakespeare and Ben Jonson investigated many of the same themes, but they often drew on radically different literary resources. Situations that Shakespeare considered tragic often struck Jonson as comic, for example. In this course, we will compare their treatments of seven major issues in English Renaissance culture—knowledge, evil, gender, style, marriage, justice, and festivity—and we will develop a sense of each writer's particular talents, obsessions, ideals, and limitations. Most importantly, we will use historical and literary evidence to evaluate the extent to which Jonson's style is purposefully anti-Shakespearean, and we will develop an original vocabulary for describing the relationship between rivalry and creativity. We will read Shakespeare's sonnets, as well as *Othello, Richard III, Twelfth Night, The Winter's Tale, Measure for Measure*, and *A Midsummer Night's Dream*. From Jonson's body of work, we will consider some poems, as well as *The Alchemist, Sejanus, Epicoene, The New Inn, Volpone,* and *Bartholomew Fair*.
Class Format: seminar Requirements/Evaluation: one seven-page paper, one twelve-page paper, in-class presentation, thoughtful participation in discussions Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: English majors
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories A

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Emily Vasiliauskas

COMP 354(S) The Literary Afterlife Crosslistings: ENGL 319/COMP 354
What do writers mean when they say that they will live on after death through their books? In this course, we will explore the long history of thinking about literature as a way to compensate for mortality, and we will compare the literary afterlife to religious and philosophical versions of eternity. Many of the writers on our syllabus were anxious about the compatibility of the pursuit of worldly fame with the desire for Christian salvation. We will study how their sense of a conflict between the two afterlives changed over time: from the recovery of pagan antiquity during the Renaissance, across the theological transformations of the Reformation, to the consequences of print. The course deals with some of literature's greatest ambitions — to cheat death, to make a lasting contribution to human culture — but we will often find ourselves caught in an undertow of skepticism. Is writing any less susceptible to decay than human bodies are? If so, is literary accomplishment worth the risk of one's soul? Authors and texts will include Sappho, Ovid, Lucretius, Ecclesiastes, Augustine, Petrarch, Julian of Norwich, Montaigne, Shakespeare's Hamlet and Richard II, Jonson, Donne, and Milton.
Class Format: seminar Requirements/Evaluation: one seven-page paper, one twelve-page paper, in-class presentation, thoughtful participation in discussions Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: English majors
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories A

Spring 2016
SEM Section: 01 MWF 11:00 12:15 Instructor: Emily Vasiliauskas

COMP 355 Contemporary Theatre and Performance Crosslistings: THEA 345/ENGL 349/COMP 355/AMST 345
As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on it today's theatre and in performance now? 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 roughly 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 and groups to be considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Edward Albee, Sam Shepard, David Mamet, Caryl Churchill, Tony Kushner, David Henry-Hwang, Suzan-Lori Parks, Sarah Kane, Will Eno, Richard Maxwell, Annie Baker, and others.
Class Format: seminar Requirements/Evaluation: evaluation will be based on written and dramaturgical-based assignments, an oral presentation, as well as in-class discussions and a creative writing and/or performance project Prerequisites: none Enrollment Limit: 18
Expected Class Size: 15 Enrollment Preferences: Theatre, Art History, English or Comparative Literature majors Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Amy Holzapfel

COMP 356(F) Objects that Speak: Contemporary Engagements with the Archive of American Slavery Crosslistings: AMST 351/ENGL 379/COMP 356
In "The Lives of Infamous Men" Michel Foucault writes about his interest in the individuals he glimpses while reading prison records: "All those lives destined to pass beneath any discourse and disappear without ever having been told were able to leave traces—brief, incisive, often enigmatic—only at the point of their instantaneous contact with power." Only through these encounters with power are these lives thrust out of anonymity and into the historical record. The writers and artists in this course raise similar concerns about visibility and power as they engage with archives produced by slavery in the US. Students will closely examine work by novelists, critics, theorists, and visual artists who return again and again to several questions about slavery's material afterlife: Is it possible to reconstitute a history marked by silences, invisibility, and what Orlando Patterson famously calls "social death"? How can we revisit documents like plantation records, slave ship logs, or a racist social-scientific photographs without recapitulating

their original violence? How might we appropriate such documents for anti-racist ends? Readings will include literary texts by Octavia Butler, Charles Johnson, Gayle Jones, Toni Morrison, M. Norbese Philip, and Derek Walcott, critical and theoretical writing by Colin Dayan, Darby English, Edouard Glissant, Saidiya Hartman, Fred Moten, and Hortense Spillers. We will also look at visual art by Romare Bearden, Glenn Ligon, Betye Saar, Lorna Simpson, Kara Walker, and Carrie Mae Weems.
Class Format: seminar **Requirements/Evaluation:** class participation, regular short writing and a 20-page term paper **Prerequisites:** previous work in American or literary studies or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 12 **Enrollment Preferences:** majors in American Studies, English, and Comparative Literature **Distribution Notes:** meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Jamie Parra

COMP 360 The Body as Book: Memory and Reenactment in Dance & Theater **Crosslistings:** THEA 360/DANC 303/COMP 360
What does it mean to conceive of the body as a book? This unique interdisciplinary studio/seminar course examines how dance and theater channel, preserve and transmit stories and cultural memory through individual and collective bodies. Dance and theater are traditionally defined as ephemeral arts, bounded by the limits of linear time and space. Yet, as Rebecca Schneider writes, "time is decidedly folded and fraught." Repetition and reenactment are forms of remembering, and performance is often not what disappears but what remains.How do we pass on knowledge in visceral and affective ways? What is a "repertoire"? What are the benefits and risks of continuity over time?
Taught as part of the Books Unbound curricular initiative, and in conjunction with the opening of the Sawyer-Stetson Library, the course will complete a project in which the class "embodies" material, first by exploring stories embodied by individual members of the class, and then by translating them through performance by the collective, culminating in dance/theatre pieces performed in the new library. Over the term, we will also study modern and contemporary American artists, such as: Martha Graham, The Wooster Group, Alvin Ailey, Meredith Monk, Anne Bogart, Ralph Lemon, Elevator Repair Service, Bill T. Jones, Marina Abramovic, José Limon, and Suzan-Lori Parks. We will also collaborate with professional artists invited to Williams to create and present dance and theater pieces in the new library.
Class Format: studio/seminar **Requirements/Evaluation:** evaluation will be based on collaborative-based project work, individual research, writing and final performances **Prerequisites:** no prior dance or theatre training is required **Enrollment Limit:** 14 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring in Dance, Theatre, American Studies and Art
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Amy Holzapfel

COMP 365(F) Fanaticism **Crosslistings:** ENGL 355/COMP 365
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 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 philosophers and historians. Readings will include novels by M. Shelley, Hogg, Dickens, Eliot, Conrad, and Atwood, and political philosophy and historical writings by Voltaire, Kant, Diderot, Hume, Burke, Carlyle, Mill, and Adorno. We will also watch films by Riefenstahl, Hitchcock and Pontecorvo, and look at paintings, drawings and sculpture by Fragonard, Goya, and Shibonare. Since fanaticism has recently had considerable political currency, we will also examine some contemporary accounts that reanimate the debates and concerns of the course..
Class Format: seminar **Requirements/Evaluation:** two 8- to 10-page papers **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** English majors
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses ENGL Literary Histories B

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Anita Sokolsky

COMP 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism **Crosslistings:** RLFR 370/AFR 370/COMP 370
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 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, select readings will be in French, and written work will be in French.*
Class Format: seminar **Requirements/Evaluation:** active class participation, response papers, 2 short essays and a final group project **Prerequisites:** for students taking the course as RLFR: RLFR 201 or above, or permission of instructor; for students taking the course as COMP or AFR: no prerequisites **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** French and Comparative Literature majors, and Africana Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Katarzyna Pieprzak

COMP 374(F) Shadows of Plato's Cave: Image, Screen, and Spectacle **Crosslistings:** PSCI 374/COMP 374/ARTH 505
In Book VII of the *Republic*, Socrates famously asks his interlocutors to picture people living in a cave, bound in chains and able to see only shadows on the wall. Thus begins the presentation of perhaps the most influential metaphor in the history of philosophy. One might even claim that when Plato deployed the metaphor in an extended allegory, he constituted the fields of both philosophy and political theory. In repeatedly examining the allegory over the centuries, later thinkers have elaborated their approaches not only to Plato but also to the nature of politics and the tasks of thinking. This class begins with the *Republic's* cave and other key Platonic discussions of appearances, visual representation, and (literal and metaphoric) seeing, asking how Plato's approaches to image, politics, and theory/philosophy shape each other. Building on those inquiries, we next take up important twentieth and twenty-first century returns to the cave, engaging such figures as Heidegger, Strauss, Arendt, Derrida, Irigaray, Rancière, and Badiou. Finally, we examine recent theories of screen and spectacle—read both for their resonances with and departures from debates over the Platonic legacy—and case studies in the politics of both military and racial spectacles in the U.S. The question of what is an image and what images do will run from the beginning of course to the end. Beyond the authors mentioned, readings may include such authors as Allen, Bruno, Clark, Debord, Friedberg, Goldsby, Joselit, Mitchell, Nightingale, Rodowick, Rogin, Silverman, and Virilio. Insofar as it fits student interest, we will also explore the cave's considerable presence in visual culture, ranging from Renaissance painting through such recent and contemporary artists as Kelley, Demand, Hirschhorn, Kapoor, Sugimoto, and Walker, to films such as *The Matrix*.
Class Format: seminar **Requirements/Evaluation:** regular glow posts and three 7-8 page essays or one 20 page final paper **Prerequisites:** one prior course in political theory, art history, cultural/literary theory, or philosophy or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** majors in political science, comparative literature, and art history, as well as students (up to 4) in the graduate program in art history **Dept. Notes:** meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under COMP **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses

Fall 2015
SEM Section: 01 M 07:00 09:40 Instructor: Mark Reinhardt

COMP 375 New Asian American, African American, Native American, and Latina/o Writing (D) **Crosslistings:** AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403
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.
Class Format: seminar/discussion **Requirements/Evaluation:** 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 ENGL class must have previously taken a 100-level ENGL course **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors **Distribution Notes:** meets Division 2 requirement if registration is under AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars ENGL Literary Histories C LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Dorothy Wang

COMP 380(S) Literary and Critical Theory in the Twentieth Century **Crosslistings:** COMP 380/ENGL 370
From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Deconstruction, new varieties of hermeneutic criticism, and a welter of post-prefixed concepts that claim to transcend national boundaries: the poststructural, the postmodern, the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? The course will focus on a very careful reading of essays representing major 20th-century critical schools (and a couple of their earlier precursors), by critics like Plato, Schiller, Shklovsky, Richards, Barthes, Derrida, De Man, Beauvoir, Butler, and Said. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.
Class Format: seminar **Requirements/Evaluation:** attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper **Prerequisites:** at least one previous literature or theory course **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** Comparative Literature majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Other Attributes: AMST Critical and Cultural Theory Electives

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Christopher Bolton

COMP 395(F) Signs of History **Crosslistings:** ENGL 395/COMP 395/HIST 395
What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the

victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. Readings may include works by Burke, Hegel, Charlotte Smith, de Tocqueville, Marx & Engels, Woolf, and Benjamin.
Class Format: seminar **Requirements/Evaluation:** three papers (two 6 and one 8-10 page) and weekly posts **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** English, Comparative Literature, History and German majors **Distribution Notes:** meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under HIST **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses ENGL Literary Histories B

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Walter Johnston

COMP 397(F) **Independent Study: Comparative Literature**
Comparative Literature 300-level independent study.
Class Format: independent study
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Christopher Nugent

COMP 398(S) **Independent Study: Comparative Literature**
Comparative Literature 300-level independent study.
Class Format: independent study
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Christopher Nugent

COMP 401(F) **Senior Seminar: Histories of Reading** (D) **Crosslistings:** COMP 401/ENGL 452
This course examines practices of and ideas about reading as they developed in different historical and cultural contexts over the last three thousand years. Our approach will be both historical and comparative: we will investigate how modes and theories of reading changed over time, paying particular attention to how material and intellectual contexts impacted reading in different societies. We will also consider how different written scripts (including alphabetic and logographic) and textual formats (from the scroll to the screen) have influenced and been influenced by reading practices. One important focus of the course will be how reading practices and technologies have moved between cultures and functioned differently within those cultures. This course will also investigate how theories of reading—be they moral, aesthetic, practical, or scientific—have developed and interacted with each other. Specific topics may include the following: standards of literacy; the neurology of reading; the development of silent reading; reading for pleasure; the intersection of the oral and the written; religious reading; the impact of print; and the role of reading and literacy in the creation and maintenance of social, political, and economic power. As part of the Exploring Diversity Initiative, this course undertakes the comparative study of different societies and also different time periods and groups within societies.
Class Format: seminar **Requirements/Evaluation:** class participation, final research paper **Prerequisites:** one 300- or 400-level course in literature or permission of instructor **Enrollment Limit:** 17 **Expected Class Size:** 15 **Enrollment Preferences:** senior Comparative Literature majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Christopher Nugent

COMP 402 **Before We Were Queer: Gay and Lesbian Lives before 1990** (D)
Crosslistings: WGSS 404/COMP 402
Reclaimed by activists in the 1990s as an expression of defiance and pride, the word *queer* has come to be identified with a wide range of lesbian, gay, bisexual, and transgender identities, as well as entire fields of intellectual theory, popular culture, and political engagement. The past 25 years of queer studies, media, and activism (1990-2015) have led to unprecedented visibility and great advances for many LGBT people, especially in North America and Western Europe: from breakthroughs in the treatment of HIV/AIDS, to victories for Gays in the Military, Employment Non-Discrimination, and Gay Marriage in 16 US states and another 16 countries around the world. For many, however, this new era of queer life during the past 2 decades has eclipsed the time before, when those who were pejoratively labeled as queer struggled with homophobic discrimination, isolation, and violence, by seeking one another out in major cities, specific neighborhoods, underground bars, and in the narrative spaces of novels and films. As a result, many young people born after 1990 are largely unaware of these struggles that predate their lives, the internet, and social media; and several LGBT leaders worry that this has left many 18-25 year olds with a false sense of security, a decreasing interest in political engagement, alarming new rates of sexually transmitted infections, and a growing disinterest in queer social spaces beyond the virtual. In this course, we will explore the literary, cinematic, and cultural history of gay and lesbian lives before the 1990s, and consider what has been gained and lost. Topics to include the early twentieth-century isolation of the closet, (1890s-1950s), the formation of clandestine gay and lesbian communities during and after World War II (1940s-60s), the Stonewall riots and the first decade of Gay Liberation (1969-1979), and the devastating losses and community responses to AIDS (1979-1995). For its critical engagement with cultural diversity, comparative investigation of gender, sexuality, and ethnicity, and historical analysis of queer identities, this course fulfills the goals of the Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** active participation, two short papers, an oral presentation, and a final paper **Prerequisites:** WGSS 101 or 202, or another 200-level or 300-level course in WGSS, COMP, HIST, ENGL, or AMST, or other courses focusing on gender and sexuality. Email Prof. Martin (bmartin@williams.edu) to inquire **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Women's Gender & Sexuality Studies and Comparative Literature majors, as well as History, English, and American Studies majors. Other sophomores, juniors, and seniors may email Prof Martin (bmartin@williams.edu) and explain your interest in the course **Dept. Notes:** Senior seminar for WGSS listing only; is not a Senior seminar credit if taken under COMP **Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Brian Martin

COMP 403(S) **The Historical Novel** **Crosslistings:** ENGL 402/COMP 403
Setting a novel in a prior time period risks estranging a reader, yet the genre has roused deep-rooted interest, intense critical debate, and aesthetic daring. In this course, we will explore the complex and layered uses of a historical past in literary works of the seventeenth through twenty-first centuries, by way of novels by Madame de Lafayette, Scott, M. Shelley, Dickens, Eliot, Woolf, Morrison and Sinclair/ Vollman. Exploring the uses of gothic and sensational effects, dystopian and utopian possibilities, and fractured time, we will consider the aesthetic and political experiments historical novels have spawned. We will do so in the context of the sustained critical engagement with the genre by such thinkers as Lukacs, Benjamin, Adorno, Jameson, McKeon and Moretti.
Class Format: seminar **Requirements/Evaluation:** one 5- and one 15-page paper **Prerequisites:** a 300-level ENGL course or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English majors
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses ENGL Literary Histories B

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Anita Sokolsky

COMP 407(F) **Literature, Justice, and Community** (D) **Crosslistings:** ENGL 407/COMP 407
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? What would the members of such a community look like—what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. No prior knowledge of these writers is expected, but the course does require a willingness to wrestle with demanding (and rewarding) argument. We will place the philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, Badlands) and worldly examples of competing claims to justice. The course pursues the aims of the EDI initiative by engaging works in which cultural differences reveal the limits of universalizing accounts of law and justice, works such as Euripides' *Bacchae*, Nuruddin Farah's *Maps*, Louise Erdrich's poetry, and Farhadi's *A Separation*. But the course will equally suggest that such contingency is inherent in the concept of justice as such insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency and difference mark justice even in its most familiar instances — intimately and close to home, as it were.
Class Format: seminar with tutorial sessions **Requirements/Evaluation:** one 5-page paper, and a final 15-page paper **Prerequisites:** a 300-level ENGL course or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English majors, students who have taken Criticism/Theory course in any discipline
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENGL Criticism Courses JLST Interdepartmental Electives JLST Theories of Justice/Law

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Christopher Pye

COMP 411(S) **Images of Law** **Crosslistings:** JLST 401/COMP 411/ENGL 332
Works of art transform how we view the law. Novels like Kafka's *The Trial* and Camus' *The Stranger* produce indelible images and inspire reflections about all phases of the legal process—investigation, interrogation, arrest, trial, and punishment. Poems, films, and other art forms also offer perspectives on the law, raising issues richer and more elusive than what we encounter on Court TV, in the New York Times, or even from sophisticated legal scholars. This course probes works of art with the goal of gaining insight into various aspects of law.
Class Format: seminar **Requirements/Evaluation:** several short writing assignments, two longer papers, class participation **Prerequisites:** JLST 101 or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Justice and Law concentrators **Distribution Notes:** meets Division 2 requirement if registration is under JLST; meets Division 1 requirement if registration is under ENGL or COMP
Distributional Requirements: Division 2
Other Attributes: JLST Enactment/Applications in Institutions

Spring 2016
SEM Section: 01 MWF 11:00 12:15 Instructor: Alan Hirsch

COMP 415(S) **Gods and Kings: Historical Narratives from India** (W) **Crosslistings:** HIST 415/ASST 415/COMP 415
India's long history with earliest written records going back to 2000 B.C presents multiple challenges that are unique among the ancient civilizations. The critical challenge is conceptual: how do we recognize the historical sense of societies whose past is recorded in ways that are different from European conventions? British rulers claimed that India had no sense of history before the colonial period. And this view has persisted despite recent scholarship that has undermined the factual and conceptual basis of this theory.
The purpose of this course is two fold: first, to discuss the analytical methods one could apply to understand the 'history' contained in the diverse body of classical Indian literature; second, to study a representative set of primary sources that belong to the distinct historical traditions of India. Students will learn to apply these methods to gain new insights and debate the limitations of the approach. The course will begin with an exploration of the epic tradition and continue with in-depth readings of narratives from other important genres including popular bardic accounts, royal biographies and court dramas ranging from c. 1000 BCE to 1500 CE.
Class Format: seminar **Requirements/Evaluation:** class participation, several short papers and a substantial final paper based on primary sources **Prerequisites:** some experience with HIST courses preferred **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** History majors; Comp lit majors; Asian Studies Majors **Distribution Notes:** meets division 1 requirement if registration is under COMP; meets division 2 requirement if registration is under HIST or ASST **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive

Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Aparna Kapadia

COMP 456(S) Topics in Critical Theory: Hegel and the Dialectic Crosslistings: ENGL 456/COMP 456
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. Prior coursework in critical theory or continental philosophy, no matter the department, is strongly recommended. The subject of this semester's seminar is the dialectic. "Dialectical" is one of those collegiate words, the kind of word that some people use a lot without knowing for sure what it means. That said, there are a couple of different ways of making sense of dialectics. The word's nearest synonym is "dialogue." Broadly, then, "dialectics" is a name for any philosophy that incorporates into itself the back-and-forth of conversation. Modern dialectics, meanwhile, sets out from two ideas: first, that it is impossible to think about anything in isolation, that we understand all things via relation and contradistinction, that we couldn't call any person "female" if we weren't also compelled to call some people "male"; and second, that all such conceptual pairs (male/female, black/white, east/west) are less settled than they look. You can't not divide the world into oppositions, and all such oppositions will collapse. This is an idea that, systematically pursued, can change the way we think about language, ethics, politics, literature, and art. We will read key texts from major dialectical thinkers: Hegel, Marx, Adorno, but mostly Hegel.
Class Format: seminar Requirements/Evaluation: seminar paper of 25 pages; informal weekly writing; class participation Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: seniors with background in critical theory
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Christian Thorne

COMP 465 Race and Abstraction Crosslistings: AMST 465/AFR 465/COMP 465/ENGL 326
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 racially "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 African American and Asian American writers, visual artists and musicians—including Will Alexander, Mei-mei Berssenbrugge, David Hammons, Yayoi Kusama, Tan Lin, Nathaniel Mackey, and Cecil Taylor—as well as critics. We will pay particular attention to formally experimental works.
This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, John Keene, Mei-mei Berssenbrugge, John Yau, Cecil Taylor, David Hammons, and Yoko Ono—as well as critics. We will pay particular attention to formally experimental works.
Class Format: seminar Requirements/Evaluation: two papers (one 6-8 pages and the other 10-12 pages), in-class presentation, brief response papers, and class participation
Prerequisites: none if registering under AMST, AFR, or COMP, though a previous lit, art or music class would be helpful; if registering under ENGL, 100-level ENGL course, or 5 on AP English Lit exam or 6 or 7 on the Higher Level IB English exam required Enrollment Limit: 13
Expected Class Size: 13 Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars

Not Offered Academic Year 2016
SEM Instructor: Dorothy Wang

COMP 493(F) Senior Thesis: Comparative Literature
Comparative Literature senior thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 1

Fall 2015
HON Section: 01 TBA Instructor: Christopher Nugent

COMP 494(S) Senior Thesis: Comparative Literature
Comparative Literature senior thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 1

Spring 2016
HON Section: 01 TBA Instructor: Christopher Nugent

COMP 497(F) Independent Study: Comparative Literature
Comparative Literature 400-level independent study.
Class Format: independent study
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Christopher Nugent

COMP 498(S) Independent Study: Comparative Literature
Comparative Literature 400-level independent study.
Class Format: independent study
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Christopher Nugent

COMPUTER SCIENCE (Div. III)

Chair, Associate Professor BRENT HEERINGA

Professors: BAILEY, DANYLUK*, FREUND, LENHART, MURTAGH. Associate Professors: ALBRECHT, HEERINGA, MCGUIRE.

Computers and computation are pervasive in our society. They play enormously important roles in areas as diverse as education, science, business, and the arts. Understanding the nature of computation and exploring the great potential of computers are the goals of the discipline of computer science. A sample of the areas of research investigated by the Williams Department of Computer Science alone illustrates the vast range of topics that are of interest to computer scientists and computing professionals today. This includes: the use of computer-generated graphic images in the arts and as a tool for visualization in the sciences and other areas; the protocols that make transmission of information over the Internet possible; the design of revolutionary new computer languages that simplify the process of constructing complex programs for computers; the development of machine learning algorithms that can extract useful and even novel information from data that is too complex for humans to analyze; algorithms that can solve problems that were previously too hard to solve in a reasonable amount of time, just by giving up a little bit of optimality in the solution; the investigation of machine architectures and specific hardware aimed at making computing fast.

The department recognizes that students' interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) the major; (2) a selection of courses intended for those who are interested primarily in an introduction to computer science; (3) recommended course sequences for the non-major who wants a more extensive introduction to computer science in general or who seeks to develop some specific expertise in computing for application in some other discipline.

MAJOR

The goal of the major is to provide an understanding of algorithmic problem solving as well as the conceptual organization of computers and complex programs running on them. Emphasis is placed on the fundamental principles of computer science, building upon the mathematical and theoretical ideas underlying these principles. The introductory and core courses build a broad and solid base for understanding computer science. The more advanced courses allow students to sample a variety of specialized areas including graphics, artificial intelligence, computer architecture, networks, compiler design, and operating systems. Independent study and honors work provide opportunities for students to study and conduct research on topics of special interest.

The major in Computer Science equips students to pursue a wide variety of career opportunities. It can be used as preparation for a career in computing, for graduate school, or to provide important background and techniques for the student whose future career will extend outside of computer science.

MAJOR REQUIREMENTS

Required Courses in Computer Science
A minimum of 8 courses is required in Computer Science, including the following:

Introductory Courses

Computer Science 134 Introduction to Computer Science
Computer Science 136 Data Structures and Advanced Programming

Core Courses

Computer Science 237 Computer Organization
Computer Science 256 Algorithm Design and Analysis
Computer Science 334 Principles of Programming Languages
Computer Science 361 Theory of Computation

Electives

Two or more electives (bringing the total number of Computer Science courses to at least 8) chosen from 300- or 400-level courses in Computer Science. At least one of these must be a course designated as a PROJECT COURSE. Computer Science courses with 9 as the middle digit (reading, research, and thesis courses) will normally not be used to satisfy the elective requirements. Students may petition the department to waive this restriction with good reason.

Required Courses in Mathematics

Mathematics 200 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 or 135 and to begin satisfying their mathematics requirements early. Note in particular that Discrete Mathematics covers material complementing that in the introductory courses (Computer Science 134/135 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, 134, and 135 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.

All computer science majors must attend at least twenty Computer Science Colloquia. Juniors and seniors are encouraged to attend at least five during each semester they are present on campus.

With the advance permission of the department, two appropriate mathematics or statistics courses may be substituted for one Computer Science elective. Appropriate mathematics classes are those numbered 300 or above, and appropriate statistics courses are those numbered 200 or above. 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.

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 five introductory courses-Computer Science 102: The Socio-Techno Web, 107: Creating Games, 109: The Art and Science of Computer Graphics, Computer Science 134: Introduction to Computer Science, and Computer Science 135: Diving into the Deluge of Data.

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 some prior programming experience should consider Computer Science 135 as an alternative to Computer Science 134. 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. You can find general study away guidelines for Computer Science here.

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 256 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 also 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, 354, 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 at http://www.cs.williams.edu.

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.
Class Format: tutorial Requirements/Evaluation: evaluation will be based on tutorial discussions, presentations, problem sets and labs, a midterm exam, and a final project or paper
Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: first-year students and sophomores who have not previously taken a computer science course Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
TUT Section: T1 TBA Instructor: Jeannie Albrecht
LAB Section: T2 R 01:00 02:25 Instructor: Jeannie Albrecht

CSCI 107 Creating Games (Q) Crosslistings: CSCI 107/ARTS 107
The game is unique as the only broadly-successful interactive art form. Games communicate the experience of embodying a role by manipulating the player's own decisions, abstraction, and discrete planning. Those three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co-opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression. Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.
Class Format: lecture and studio Requirements/Evaluation: evaluation will be based on participation, studio work, and quizzes Prerequisites: none; no programming or game experience is assumed Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students Dept. Notes: not open to students who completed a Computer Science course numbered 136 or above; does not count toward the Art Major
Distribution Notes: meets Division 3 requirement if registration is under CSCI; meets Division 1 requirement if registration is under ARTS Materials/Lab Fee: lab fee of $25 will be added to the student's term bill
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Morgan McGuire

CSCI 109 The Art and Science of Computer Graphics (Q)
This course provides an opportunity to develop an understanding of the theoretical and practical concepts underlying 2- and 3-dimensional computer graphics. The course will emphasize hands-on studio/laboratory experience, with student work focused around completing a series of projects. Students will experiment with modeling, color, lighting, perspective, and simple animation. As the course progresses, computer programming will be used to control the complexity of the models and their interactions. Lectures, augmented by guided viewings of state-of-the-art computer generated and enhanced images and animations, will be used to deepen understanding of the studio experience.
Class Format: lecture/laboratory Requirements/Evaluation: evaluation will be based on progress in project work and two examinations Prerequisites: this course is not open to students who have successfully completed a CSCI course numbered 136 or above Enrollment Limit: 36 Expected Class Size: 36 Enrollment Preferences: first-year students and sophomores who have not previously taken a computer science course
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Duane Bailey

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.
Class Format: lecture/laboratory Requirements/Evaluation: evaluation will be based on weekly assignments, final programming projects, and examinations Prerequisites: none, except for the standard prerequisites for a (Q) course; previous programming experience is not required Enrollment Limit: 36 Expected Class Size: 36 Enrollment Preferences: first year students and sophomores Dept. Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses COGS Interdepartmental Electives

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructors: Thomas Murtagh, William Lenhart
LEC Section: 02 MWF 10:00 10:50 Instructors: William Lenhart, Thomas Murtagh
LAB Section: 03 M 01:00 04:00 Instructor: Thomas Murtagh
LAB Section: 04 T 01:00 04:00 Instructor: William Lenhart
LAB Section: 05 M 07:00 09:40 Instructors: Thomas Murtagh, William Lenhart

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Jeannie Albrecht
LEC Section: 02 MWF 10:00 10:50 Instructor: Thomas Murtagh
LAB Section: 03 M 01:00 04:00 Instructor: Jeannie Albrecht
LAB Section: 04 T 01:00 04:00 Instructor: Thomas Murtagh

CSCI 135(S) Diving into the Deluge of Data (Q)
We are surrounded by information: weather forecasts, twitter feeds, restaurant reviews, stock market tickers, music recommendations, among others. This course introduces fundamental computational concepts for representing and manipulating data. Using the programming language Python, this course explores effective ways to organize and transform information in order to solve problems. Students will learn to design algorithms to search, sort, and manipulate data in application areas like text and image processing, social networks, scientific computing, databases, and the World Wide Web. Programming topics covered include object-oriented and functional programming, control structures, types, recursion, arrays, lists, streams, and dictionaries. This course is appropriate for all students who want to create software and learn computational techniques for manipulating and analyzing data. More details are available on the department website, http://www.cs.williams.edu
This course covers the programming concepts from CSCI 134 in an accelerated fashion. It is designed for students who have some experience programming in any computer language, but whose background is not strong enough to enter Computer Science 136.
Class Format: lecture/laboratory Requirements/Evaluation: evaluation will be based on weekly assignments, programming projects, and examinations Prerequisites: some experience programming in any computer language; not open to students who have successfully completed CSCI 134 or above Enrollment Limit: 24 Expected Class Size: 24 Enrollment Preferences: first year and sophomore students Dept. Notes: students with substantial prior programming experience should discuss appropriate course placement with members of the department; this course may be taken in place of CSCI 134 & fulfills a CSCI 134 prerequisite for other courses
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Duane Bailey
LAB Section: 02 R 01:00 02:25 Instructor: Duane Bailey
LAB Section: 03 R 02:35 04:00 Instructor: Duane Bailey

CSCI 136(F,S) Data Structures and Advanced Programming (Q)
This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.
Class Format: lecture/laboratory Requirements/Evaluation: evaluation will be based on programming assignments, homework and/or examinations Prerequisites: CSCI 134 or equivalent; MATH 200 is recommended, but not required Enrollment Limit: 36 Expected Class Size: 36 Enrollment Preferences: first-year and sophomore students
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Morgan McGuire
LAB Section: 02 W 01:00 04:00 Instructor: Morgan McGuire

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: William Lenhart
LAB Section: 02 W 01:00 04:00 Instructor: William Lenhart

CSCI 205(S) Cinematography in the Digital Age (D) Crosslistings: ENGL 203/CSCI 205/ARTH 205
In this course we study the language of modern cinema as shaped by two forces. The first is the aesthetics of cinematography, as contributed by many cultures. The second is digital film production, which has proved both empowering and constraining. The modern filmmaker succeeds only through understanding both forces.
The structure of the course is similar to a writing workshop. We begin with close reading of isolated scenes from influential films, which we compare and critique in writing and discussion. We augment this with cinematic and image processing theory, solidified through experiments in Photoshop and Premiere that reveal how digital technology shapes a director's choices. We then create our own short scenes using these tools and consumer video recorders. We refine our film fragments in the context of group critique.
Topics covered include: framing and composition, pace, storyboarding, blocking, lighting, transitions, perspective, sensors, quantization, compression, visual effects, Internet streaming, and color spaces. Studied films include those by Georges Méliès, Stanley Kubrick, Joris Ivens, Barbara Kopple, Martin Scorsese, Sarah Polley, Orson Welles, David Lynch, Fritz Lang, Michael Haneke, Hayao Miyazaki, Spike Lee, Sophia Coppola, and Ken Burns. This course explores diversity through comparative study of how different cultures variously render similar themes, and through a larger investigation of film's ability to make audiences identify with potentially alien points of view.
Class Format: studio Requirements/Evaluation: video production activity, computational exercises in Photoshop, script and storyboarding exercises, participation in discussions, and essays 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: 36 Expected Class Size: 30 Enrollment Preferences: sophomores; Computer Science and English majors Distribution Notes: meets Division 1 requirement if registration is under ENGL or ARTH; meets Division 3 requirement if registration is under CSCI Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
STU Section: 01 TR 09:55 11:10 Instructors: Shawn Rosenheim, Morgan McGuire

CSCI 237(F) Computer Organization (Q)
This course studies the basic instruction set architecture and organization of a modern computer. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward. Final projects focus on the design of a complex control system in hardware or firmware.
Class Format: lecture/laboratory Requirements/Evaluation: evaluation will be based primarily on weekly labs, final design project, two exams Prerequisites: CSCI 134, or both experience in programming and permission of instructor Enrollment Limit: 36 Expected Class Size: 36 Enrollment Preferences: current or expected Computer Science majors
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Duane Bailey
LAB Section: 02 T 01:00 02:25 Instructor: Duane Bailey
LAB Section: 03 T 02:35 04:00 Instructor: Duane Bailey

CSCI 256(S) Algorithm Design and Analysis (Q)
This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include induction, divide-and-conquer, dynamic programming, and greedy

algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on problem sets and programming assignments, and midterm and final examinations **Prerequisites:** CSCI 136 and MATH 200 **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** current or expected Computer Science majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Brent Heeringa

CSCI 315T **Computational Biology (Q)** **Crosslistings:** PHYS 315/CSCI 315
This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.
Class Format: lab three hours per week plus weekly tutorial meeting
Requirements/Evaluation: evaluation will be based on weekly programming assignments, problem sets, a few quizzes and a final project **Prerequisites:** programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** based on seniority **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses

Not Offered Academic Year 2016
TUT Instructor: Daniel Aalberts

CSCI 319 **Integrative Bioinformatics, Genomics, and Proteomics Lab (Q)** **Crosslistings:** BIOL 319/MATH 319/CHEM 319/PHYS 319/CSCI 319
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, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families 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 the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects 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 and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.
Class Format: two afternoons of lab, with one hour of lecture, per week
Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal **Prerequisites:** BIOL 202; or; students who have not taken BIOL 202 but have taken BIOL 101/AP Biology and CSCI 315 or PHYS 315, may enroll with permission of instructor; No prior computer programming experience is required **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** seniors, then juniors, then sophomores **Dept. Notes:** does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Core Courses BIMO Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Lois Banta

CSCI 326(F) **Software Methods (Q)**
Sophisticated software systems play a prominent role in many aspects of our lives, and while programming can be a very creative and exciting process, building a reliable software system of any size is no easy feat. Moreover, the ultimate outcome of any programming endeavor is likely to be incomplete, unreliable, and unmaintainable unless principled methods for software construction are followed. This course explores those methods.
Specific topics include: software processes; specifying requirements and verifying correctness; software architectures; concurrent, parallel, and scalable systems design; testing and debugging; and performance evaluation.
Class Format: lecture/lab **Requirements/Evaluation:** homework, programming assignments, group work, presentations, exams **Prerequisites:** CSCI 136 **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** current or expected Computer Science majors; those who have not yet taken a project course
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 Cancelled
LAB Section: 02 Cancelled

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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on weekly problem sets and programming assignments, a midterm examination and a final examination **Prerequisites:** CSCI 136 **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** current or expected Computer Science majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Stephen Freund

CSCI 336T(F) **Computer Networks (Q)**
This course explores the design and implementation of computer networks. Topics include wired and wireless networks; techniques for efficient and reliable encoding and transmission of data; addressing schemes and routing mechanisms; resource allocation for bandwidth sharing; and security issues. An important unifying themes is the distributed nature of all network problems. We will examine the ways in which these issues are addressed by current protocols such as TCP/IP and 802.11 WIFI.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on problem sets, programming assignments, and midterm and final examinations **Prerequisites:** CSCI 136 and 237 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current or expected Computer Science majors **Dept. Notes:** project course **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
TUT Section: 01 TR 09:55 11:10 Instructor: Thomas Murtagh
LAB Section: 02 R 01:00 02:25 Instructor: Thomas Murtagh

CSCI 337T(S) **Digital Design and Modern Architecture (Q)**
This tutorial course considers topics in the low-level design of modern architectures. Course meetings will review problems of designing effective architectures including instruction-level parallelism, branch-prediction, caching strategies, and advanced ALU design. Readings will be taken from recent technical literature. Labs will focus on the development of custom CMOS circuits to implement projects from gates to bit-sliced ALU's. Final group projects will develop custom logic demonstrating concepts learned in course meetings.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on microprocessor design projects, participation in tutorial meetings, and examinations **Prerequisites:** CSCI 237 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current or expected Computer Science majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
TUT Section: T1 TBA Instructor: Duane Bailey
LAB Section: T2 W 01:00 02:25 Instructor: Duane Bailey

CSCI 339(S) **Distributed Systems (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, including Google and Amazon. 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.
Class Format: lecture/laboratory **Requirements/Evaluation:** evaluation will be based on homework assignments, programming projects, and exams **Prerequisites:** CSCI 136 or equivalent programming experience, and CSCI 237, or permission of instructor **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** current or expected Computer Science majors **Dept. Notes:** project course **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Jeannie Albrecht

CSCI 356T(S) **Advanced Algorithms (Q)**
This course explores advanced concepts in algorithm design, algorithm analysis and data structures. Areas of focus will include algorithmic complexity, randomized and approximation algorithms, geometric algorithms, and advanced data structures. Topics will include combinatorial algorithms for packing, and covering problems, algorithms for proximity and visibility problems , linear programming algorithms, approximation schemes, hardness of approximation, search, and hashing.
Class Format: tutorial **Requirements/Evaluation:** evaluation is based on weekly problem sets, several small programming projects, weekly paper summaries, and a small, final project **Prerequisites:** CSCI 256; CSCI 361 is recommended but not required **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current or expected Computer Science majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
TUT Section: T1 TBA Instructor: William Lenhart

CSCI 361(F) **Theory of Computation (Q)** **Crosslistings:** CSCI 361/MATH 361
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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on problem sets, a midterm examination, and a final examination **Prerequisites:** CSCI 256 or both a 300-level MATH course and permission of instructor **Enrollment Limit:** 40 **Expected Class Size:** 40 **Enrollment Preferences:** current or expected Computer Science majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: COGS Interdepartmental Electives

Fall 2015
LEC Section: 01 MWF 12:00 12:50 Instructor: Brent Heeringa

CSCI 371 **Computational Graphics (Q)**
PhotoShop, medical MRIs, video games, and movie special effects all programmatically create and manipulate digital images. This course teaches the fundamental techniques behind these applications. We begin by building a mathematical model of the interaction of light with surfaces,

lenses, and an imager. We then study the data structures and processor architectures that allow us to efficiently evaluate that physical model. Students will complete a series of programming assignments for both photorealistic image creation and real-time 3D rendering using C++, OpenGL, and GLSL. These assignments cumulate 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.
Class Format: lecture, with optics laboratory exercises **Requirements/Evaluation:** evaluation based on assignments, projects, and exams **Prerequisites:** CSCI 136 and CSCI 237 or permission of instructor **Enrollment Limit:** 36 **Expected Class Size:** 36 **Enrollment Preferences:** current or expected Computer Science majors **Dept. Notes:** project course **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Morgan McGuire

CSCI 372T(F) Visual Media Revolution (Q)
We live at the beginning of the second revolution in visual media. Two centuries ago, the camera and the Jacquard loom introduced machines for creating art. By automating the artist's hand, they also forced questions of how objective technique gives rise to subjective meaning and where the border lies between mechanical and human contributions. Those progenitors eventually led to digital film, computer games, and digital content creation for architecture and industrial design.
Today, accessible and pervasive computation provokes a second revolution. Augmented reality, 3D scanning, 3D printing, virtual reality, and computational photography are exploding into mainstream experience. Where previous digital media refined analog practice through evolution, these are forms that could not exist without computation. As the world seeks the promise of new visual forms, we find that fundamentals of earlier media remain valid and take them as our guide. This tutorial investigates the technology of emerging computational media and explores their impact on the relationship between process and aesthetics.
Class Format: tutorial **Requirements/Evaluation:** oral presentations and short papers **Prerequisites:** CSCI 256 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current or expected Computer Science majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
TUT Section: T1 TBA Instructor: Morgan McGuire

CSCI 373 Artificial Intelligence (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 selected areas such as game playing, and natural language processing.
Class Format: lecture/laboratory **Requirements/Evaluation:** several 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; midterm examination and a 6-page survey paper account for remainder of student's grade **Prerequisites:** CSCI 136 and MATH 200 **Enrollment Limit:** 36 **Expected Class Size:** 36 **Enrollment Preferences:** current or expected Computer Science majors **Dept. Notes:** project course **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: COGS Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Andrea Danyluk

CSCI 374T 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.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature, and a final exam **Prerequisites:** CSCI 136 and MATH 200; CSCI 256 is recommended but not required **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Computer Science majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: COGS Interdepartmental Electives

Not Offered Academic Year 2016
TUT Instructor: Andrea Danyluk

CSCI 397(F) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: independent study **Prerequisites:** permission of department
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: Brent Heeringa

CSCI 398(S) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: independent study **Prerequisites:** permission of department
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: Brent Heeringa

CSCI 432 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.
Class Format: lecture/laboratory **Requirements/Evaluation:** evaluation will be based on several implementation projects that will include significant programming, as well as written homework and exams **Prerequisites:** CSCI 237 and either CSCI 256 or 334 **Enrollment Limit:** 36 **Expected Class Size:** 36 **Enrollment Preferences:** current or expected Computer Science majors **Dept. Notes:** project course **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Duane Bailey

CSCI 434T(F) Compiler Design (Q)
This tutorial covers the principles and practices for the design and implementation of compilers and interpreters. Topics include all stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run-time environments and interpreters; code generation; program analysis and optimization; and garbage collection. The course covers both the theoretical and practical implications of these topics. As a project course, students will construct a full compiler for a simple object-oriented language.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on presentations, problem sets, a substantial implementation project, and two exams **Prerequisites:** CSCI 237 and 361 (concurrent enrollment is acceptable); CSCI 334 is recommended, but not required **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current or expected Computer Science majors **Dept. Notes:** project course **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
TUT Section: T1 TBA Instructor: Stephen Freund
LAB Section: T2 M 02:35 04:00 Instructor: Stephen Freund

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TUT Section: T3 TBA Instructor: Stephen 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.
Class Format: independent study **Requirements/Evaluation:** evaluation will be based on class participation, presentations, and the final written report **Enrollment Preferences:** open to senior Computer Science majors with permission of instructor **Dept. Notes:** this course (along with CSCI W31 and CSCI 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors
Distributional Requirements: Division 3

Fall 2015
HON Section: 01 TBA Instructor: Brent Heeringa

CSCI 494(S) Senior Thesis: Computer Science
Class Format: independent study **Requirements/Evaluation:** evaluation will be based on class participation, presentations, and the final written report **Prerequisites:** CSCI 493 **Enrollment Preferences:** open to senior Computer Science majors with permission of instructor
Distributional Requirements: Division 3

Spring 2016
HON Section: 01 TBA Instructor: Brent Heeringa

CSCI 497(F) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: independent study **Prerequisites:** permission of department
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: Brent Heeringa

CSCI 498(S) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: lecture/laboratory **Prerequisites:** permission of department
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: Brent Heeringa

CMAJ 493 Senior Thesis: Contract Major
Contract Major senior thesis.

CONTRACT MAJOR

Contract Major Advisor: LAURA MCKEON

Students with the talent and energy for working independently and with the strong support of two primary faculty sponsors 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 Dean's Office) which should contain:

a) a description of the proposed major area of study and an explanation of the reasons for proposing the Contract Major. A sound and persuasive rationale for the major is crucial for obtaining approval from the Committee on Educational Policy (C.E.P.).
b) a list of all courses in the proposed major and an explanation for each course choice. A minimum of nine semester courses, one of which must be designated the senior major course (and taken during the senior year), must be completed for a Contract Major. Normal rules governing course grades and grade point average apply for entry into and continuation in a Contract Major.
c) a list of other courses taken or anticipated to meet College distribution requirements, including grades received in courses already completed.
d) a list of completed courses toward a backup major(s) in case the contract major is not approved.

2) No later than mid-November, the student must meet with the Contract Major Advisor to discuss and further develop the proposal.

3) By the end of the second week of spring semester classes, the student must submit a complete draft of the proposal to the Contract Major Advisor for feedback.

4) No later than MARCH 15th, the student must submit the final proposal to the Contract Major Advisor. By this date also, the two 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, Public Health), 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. THERE WILL BE NO EXTENSIONS AND NO EXCEPTIONS TO THIS DEADLINE. PROPOSALS THAT ARE NOT COMPLETE BY THIS DEADLINE WILL BE REJECTED.

5) The Contract Major Advisor then conveys the proposal, a copy of the student's most recent academic progress report, the two 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. 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 two faculty sponsors as well as by the Contract Major Advisor. Before making changes in the courses originally proposed for the junior and senior years, the new courses need to be approved by the two faculty sponsors and the Contract Major Advisor. During the fall of both the junior and senior years, contract majors should be in touch with their two faculty sponsors and the Contract Major Advisor about their progress in the major and the courses they are taking even if there have not been changes. Where the Contract Major Advisor has determined that there has been substantial alteration of the original program, the Contract Major Advisor will forward the student's written request along with the endorsements from their two faculty sponsors 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 is a senior thesis which is either two semesters and a winter study or one-semester and a winter study to be determined in consultation with your faculty advisors. The Contract Major with honors shall comprise a minimum of eleven semester courses (two-semester thesis) or ten semester courses (one-semester-thesis) plus one winter study focused specifically on the thesis work. One semester of independent study undertaken for the thesis may be allowed to fulfill the requirement for a senior major course. Application to enter the honors program is made prior to the time of spring registration in April of the junior year and is based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the Contract Major. Students who intend to write a thesis submit a proposal to their two faculty sponsors and the Contract Major Advisor at this time. Students who will be away during the spring semester of their junior year need to make arrangements to apply while they are off campus in the spring. Admission to honors depends on the assessment by the two faculty sponsors and the Contract Major Advisor of the qualifications of the student and the feasibility of the project. If a student is admitted to honors, the student shall determine three readers (at least one of whom shall be a faculty sponsor) in consultation with the Contract Major Advisor.

Honors Contract Majors shall submit a draft of the thesis to the three readers by the end of winter study of the senior year. The faculty readers shall determine prior to the start of spring semester of the senior year whether the student is to continue as an honors candidate. 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 the finished written thesis or mini-thesis to the three readers no later than the third Monday after spring break. After the thesis has been completed, the student publicly presents his or her work. The readers shall determine *Highest Honors*, *Honors* or no honors.

Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Not Offered Academic Year 2016
HON Instructor: Laura McKeon

CMAJ 494 Senior Thesis: Contract Major
Contract Major senior thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Not Offered Academic Year 2016
HON Instructor: Laura McKeon

CMAJ 497 Independent Study: Contract Major
Contract Major independent study.
Class Format: independent study
Distributional Requirements: Division 2

Not Offered Academic Year 2016
IND Instructor: Laura McKeon

CMAJ 498 Independent Study: Contract Major
Contract Major independent study.
Class Format: independent study
Distributional Requirements: Division 2

Not Offered Academic Year 2016
IND Instructor: Laura McKeon

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.*

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

CRHE 201(F) Hebrew
Elementary Hebrew.

Class Format: independent study Prerequisites: sophomore or higher standing and application to the Critical Language Department Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 TBA Instructor: Jane Canova

CRHE 202(S) Hebrew
Intermediate Hebrew.
Class Format: independent study Prerequisites: sophomore or higher standing and application to the Critical Language Department Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 TBA Instructor: Jane Canova

CRHI 201(F) Hindi
Elementary Hindi.
Class Format: independent study Prerequisites: sophomore or higher standing and application to the Critical Language Department Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 TBA Instructor: Jane Canova

CRHI 202(S) Hindi
Elementary Hindi.
Class Format: independent study Prerequisites: sophomore or higher standing and application to the Critical Language Department Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 TBA Instructor: Jane Canova

CRKO 201(F) Korean
Elementary Korean.
Class Format: independent study Prerequisites: sophomore or higher standing and application to the Critical Language Department Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 TBA Instructor: Jane Canova

CRKO 202(S) Korean
Elementary Korean.
Class Format: independent study Prerequisites: sophomore or higher standing and application to the Critical Language Department Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 TBA Instructor: Jane Canova

CRKO 301(F) Intermediate Korean
Intermediate Korean.
Class Format: independent study Prerequisites: sophomore or higher standing and application to the Critical Language Department
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 TBA Instructor: Jane Canova

CRKO 302(S) Intermediate Korean.
Intermediate Korean.
Class Format: independent study Prerequisites: sophomore or higher standing and application to the Critical Language Department
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 TBA Instructor: Jane Canova

CRSW 201(F) Swahili
Elementary Swahili.
Class Format: independent study Prerequisites: sophomore or higher standing and application to the Critical Language Department
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 Cancelled

CRSW 202(S) Swahili
Elementary Swahili.
Class Format: lecture/discussion Prerequisites: sophomore or higher standing and application to the Critical Language Department
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 TBA Instructor: Jane Canova

DANCE (Div I)

Chair, SANDRA BURTON

Faculty: Senior Lecturer: BURTON. Artist in Residence: DANKMEYER. Artist in Residence in African Music and Performance: MUPARUTSA. Visiting Artist in Residence: PARKER. Postdoctoral Fellow in Dance: DEE DAS. Levitt Fellow: RAWLS. Accompanists: RZAB, SAUER.

The Dance Department offers students the opportunity to study dance as a discipline that informs the present through embodied, creative and research practices. Our curriculum includes the study of ballet, modern African dance and music forms as foundations for training expressive bodies. Throughout the year, this foundation in bodily practice includes workshops in other techniques and practices. Department courses in dance history, theory, composition and performance seek to expand understanding of dance across time in cultures, political and societal systems. These courses contribute to the college goal of a liberal arts education that prepares students for global citizenship. Courses are cross-listed with Music, Theater, Africana Studies, Performance Studies and Visual Art. All courses and student companies participate in residencies, workshops and field trips that deepen understanding of dance as interdisciplinary, historical, innovation and evolving human practice.

The department does not offer a major or concentration. Students may work with faculty to design a contract major (refer to course catalogue for description and requirements). Prior to the start of the fall semester we hold a class for students seeking evaluation and placement advice in ballet. Date, time and location are available in First Days schedule. Notification will be sent within 24 hours of participation. Students are advised to contact faculty directly if they have questions about levels in any course.

All students are welcome to audition in September for membership in the Dance Department's performing companies (CoDa, Kusika, Sankofa and the Zambezi Marimba Band). Membership is possible by invitation of company directors. Kusika accepts members as dancers, musicians, singers and storytellers. Zambezi accepts members as musicians. Students in all companies study with faculty, guest artists and peers to learn repertoire and create new work for performance in the '62 Center and venues on and off campus throughout the year.

DANC 100(F) Foundations in Dance
This course is an introduction to the fundamentals of dance history and techniques focusing on Ballet, Modern dance and African dance and music genres. Regular physical work that provides experience in dance technique, reading, discussion about cultural context and significant innovators, viewing media,live performance and writing about dance are required.
This course may not be taken for PE credit.
Class Format: studio/lecture/discussion Requirements/Evaluation: evaluation will be based on active participation and progress in the techniques, quality of written assignments and project presentations Prerequisites: none; experienced dancers who wish to enroll in Dance Department courses may waive this course by taking the department's advanced placement class or by permission of the faculty Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: beginning dancers and students with no prior experience Extra Info: may not be taken for PE credit
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 MR 01:10 02:25 Instructors: Sandra Burton, Joanna Das, Janine Parker
LAB Section: 02 MR 02:35 03:50 Instructors: Joanna Das, Sandra Burton, Janine Parker

DANC 102 Skills Crosslistings: DANC 102/ARTS 110
Skills is a physical training lab for dancers, actors, performance artists, and anyone interested in expanding their kinesthetic awareness, physical range, perceptual sensitivity, and ability to communicate and work with others in an embodied way. The course proposes that developing these skills has the potential to ignite, inform and/or complicate one's creative practice, social perspectives, and citizenship. The class provides students with the opportunity to moving and vocalizing on our own, with partners, and as a group. Combining these approaches allows us to examine how the attention, freedom, play, and curiosity of improvisation can illuminate set exercises, and how the specifications and limits of set work might inform and clarify our more open-ended practice. *Skills* draws from a variety of approaches including Yoga, Body Weather Laboratory, Contact Improvisation, Jazz Dance, Authentic Movement, Mindfulness Meditation, and the work of La Pocha Nostra, Deborah Hay, and d. Sabela Grimes. We will experiment with repetitive tasks, acts of physical and mental endurance, touch and trust, blind walks, heightening one's senses, and composing still and moving bodies in a variety of environments. Some reading will be given in order to contextualize our practices, and students will complete regular informal writing and a final collaborative project.
Class Format: studio Requirements/Evaluation: class participation, a weekly written response, and final experiential project Prerequisites: previous experience with movement, performance art, theater, and meditation may be useful, but no performing or dance experience is necessary Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: juniors and seniors; if over enrolled instructor may ask for statement of interest
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Hana van der Kolk

DANC 125 Music and Social Dance in Latin America (D) Crosslistings: MUS 125/DANC 125
This course offers a full-spectrum introduction to the sounds, movements, and social characteristics of a number of Latin American social dance forms, including samba, salsa, tango, and the Afro-Surinamese genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their social impact. Among the questions that will drive class discussions are the following: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? No prior music or dance training is necessary, however this course does require regular engagement in interactive and performance-based assignments and workshops.
Class Format: seminar/studio Requirements/Evaluation: one performance/analysis project, one group project, one paper (10-12 pages) Prerequisites: none Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: upperclassmen, Music majors, and Latina/o Studies concentrators Dept. Notes: MUS Group A Electives—class of 2016

MUS World Music/Ethnomusicology—class of 2017 and beyond **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: GBST Latin American Studies Electives MUS Group A Electives MUS World Music/Ethnomusicology

Not Offered Academic Year 2016
SEM Instructor: Corinna Campbell

DANC 201(F) African Dance and Percussion **Crosslistings:** DANC 201/AFR 201/MUS 220
This course focuses on selected dance and music forms from the African continent for example, *Kpanlogo* from Ghana, *Lamban* from Guinea, Senegal and Mali or *Bira* from Zimbabwe. We will examine their origins (people, history and cultures) and influence beyond geographic perimeter to more fully understand the function of these forms in contemporary times. Students will study movement and percussion and are evaluated on the quality of progress with the selected forms throughout the semester. Forms may not be the same every semester.
This course can be taken for academic and/or PE credit
Class Format: studio/lecture/discussion **Requirements/Evaluation:** participation in assignments that include research and performance projects and short papers; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects **Prerequisites:** DANC 100 or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** students who have taken Dance 100 or advanced placement **Dept. Notes:** MUS Group B Electives—class of 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond **Distribution Notes:** meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR this course may be taken for academic and/or PE credit; see description for more details
Distributional Requirements: Division 1
Other Attributes: GBST African Studies Electives MUS Group B Electives MUS World Music/Ethnomusicology

Fall 2015
STU Section: 01 TF 01:10 03:50 Instructors: Tendai Muparutsa, Sandra Burton

DANC 202(S) African Dance and Percussion **Crosslistings:** DANC 202/AFR 206/MUS 221
Course continues the investigation of selected music and dance from the African continent. Advancing dance and music skills, deepening understanding of history and context of the material are focus of readings, discussions and projects throughout the semester. Questions we will address include the impact of religion, colonialism, travel, immigration, media tradition and the continued emergence of new forms. Material may include *Gum Boots* (*Isicathulo*) from Southern Africa, *Juju* in Nigeria or *Hip Hop* in several nations.
This course can be taken for academic and/or PE credit.
Class Format: studio/lecture/discussion **Requirements/Evaluation:** participation in assignments that include research and performance projects and a short paper; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** students who have taken DANC 100, DANC 201 or permission of the instructor **Dept. Notes:** MUS World Music/Ethnomusicology—class of 2017 and beyond **Distribution Notes:** meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Spring 2016
STU Section: 01 TF 01:10 03:50 Instructors: Tendai Muparutsa, Sandra Burton

DANC 203(S) Beginning/Intermediate Ballet: Technique, Variations and History
This course is designed for dancers who have achieved a beginning/intermediate level of Ballet, and are serious about continuing to build their strength, artistry and understanding of classical ballet. Students will have technique class twice a week, and beginning pointe work may be introduced to some students, as well as specific steps traditionally performed by male dancers. All students will learn and rehearse excerpts from major ballets specific to that semester's focus. Assigned readings and /or viewings will introduce students to various phases of ballet history; in addition to discussion about the assignments, students will write two short research papers on a figure or topic related to our areas of study. When applicable the class will go on one or two field trips to attend performances by professional ballet companies.
This course may be taken for academic and/or physical education credit and MAY BE REPEATED for academic credit. PE-only participants must attend the ballet technique portion of the class two times per week for credit.
Class Format: studio/lecture/discussion **Requirements/Evaluation:** participation and progress throughout the semester; quality of responses to weekly assignments; research papers; and individual performance in midterm and final showings **Prerequisites:** experience in ballet techniques and permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 8 **Enrollment Preferences:** students with demonstrated prior experience **Extra Info:** evaluation will be based on quality of participation and progress in classes and rehearsals as well as on two short research papers
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 Cancelled

DANC 205(F) Modern Masterworks
In this course students will examine select masterworks and philosophies of key artists in the development of modern dance while simultaneously studying modern dance technique. Students will develop a critical framework for understanding dance by examining works both loved and misunderstood in their respective times. This semester will focus on Martha Graham and a reconstruction of her dance "Celebration." 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 required along with studio practice.
Class Format: seminar and studio **Requirements/Evaluation:** based upon class participation, weekly written response, and a final research presentation **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 Cancelled
LAB Section: 02 Cancelled

DANC 207 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.
Class Format: seminar/studio **Requirements/Evaluation:** based on quality of participation, tests, final presentation and final exam **Prerequisites:** none **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** appropriate for dancers, athletes and others interested in understanding the body as a moving structure
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Holly Silva

DANC 208(S) Dance and Diaspora
Both dance and migration involve human bodies in motion, making dance a powerful lens through which to view the experience of diaspora. In this course, we will analyze both continuity and creative reinvention in dance traditions of the African, South Asian, and Latin American diasporas. We will analyze dance as a form of resistance to slavery, colonialism, and oppression; as an integral component of community formation; as a practice that shapes racial, gendered, and national identity; and as a commodity in the global capitalist marketplace. We will explore these topics through readings, film viewings, discussion, attendance at live performances, and movement workshops (no previous dance experience required).
Class Format: seminar/studio
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Joanna Das

DANC 300(F,S) Ballet: Technique, Variations and History
This course is designed for dancers who have achieved an intermediate/advanced level of ballet technique. Students will have technique class twice a week, followed by men's work and point work for the women (students who are not on pointe will be able to do the work in regular ballet slippers). Both male and female students will be taught and coached in variations from existing ballets in a third session and time permitting partnering. Assignments will include readings, viewing of media and performance and two short research papers on a figure or topic related to our area of study. The class may go on one or two field trips to attend performances. This course may be taken for academic and or PE credit and MAY BE REPEATED for academic credit. PE-only participants must attend the ballet technique portion of the class two times per week for credit.
Class Format: studio/lecture/discussion **Requirements/Evaluation:** based on participation and progress throughout the semester, the quality of research papers and performance of ballet variations taught during the semester **Prerequisites:** a minimum of three years prior training in ballet and a demonstrated ability to safely keep up with this level of instruction **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** students considering this course should take the Dance Department placement class or seek permission from the instructor
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 Cancelled

Spring 2016
STU Section: 01 MWF 11:00 12:50 Instructor: Janine Parker

DANC 301(F,S) Creative Process in Dance
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.
Class Format: seminar/studio **Requirements/Evaluation:** 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 instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** students who have experience in the process of making dances or using movement as part of making theater and other kinds of performance
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Erica Dankmeyer

Spring 2016
SEM Section: 01 Cancelled

DANC 302 Experimental Choreography/Ways of Working **Crosslistings:** DANC 302/ARTS 302
Conceptual and visual artists in Europe and the U.S. have long borrowed techniques and aesthetics from their contemporaries in dance and theater. In the 1960s the Judson Dance Theater and other dance makers often took cues from their colleagues in visual art and music. Today there is a renewed interest in the body and performance in gallery and museum contexts while at the same time the contemporary dance world is re-visiting interdisciplinary sensibilities and techniques, newly challenging how "dance" can be defined. Stillness and quotidian action are again being framed as choreography, dancers are using technology and materials to create visual and sonic products from their movements, obsessively repetitive actions and physical exhaustion and endurance, trends long popular in live art/performance, are being re-contextualized by choreographers and/or in traditional theatrical settings, dance and dancers

are regularly performing outside of traditional theaters, and projects featuring humans moving in collaboration with urban and natural environments are commonplace.
Dismissing the need to determine weather or not a given performance is in fact dance, this course proposes the reclamation of the word choreography to include any movement (or stillness) of bodies in space and time. Expanding definitions of choreography, the class calls on compositional techniques from dance as well as strategies not traditionally considered for application to choreography. Through in-class experiential exercises, readings, video and performance viewing (of contemporary and historical work by well-known and lesser-known artists), discussion, and individual performance-making, the class will employ several interdisciplinary ways of inventing and organizing movement, a handful of approaches to how a maker transmits ideas to a performer, and a variety of examples of how and for what purpose an artist frames these particular actions and inactions in a given context. We will look at a number of works categorized within the field of dance, while also considering examples from live/performance art, conceptual practice, music/sound, installation and sculpture. Students will make several performances, working on their own as solo performers, as directors of group projects, and as a collaborative team of makers.
Class Format: studio **Requirements/Evaluation:** class participation, regular written and choreographic assignments, and final research/performance project **Prerequisites:** expierence in dance, theater, performance, video or literary arts **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** juniors and seniors; if over enrolled instructor may ask for statement of interest
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Hana van der Kolk

DANC 303 The Body as Book: Memory and Reenactment in Dance & Theater
Crosslistings: THEA 360/DANC 303/COMP 360
What does it mean to conceive of the body as a book? This unique interdisciplinary studio/seminar course examines how dance and theater channel, preserve and transmit stories and cultural memory through individual and collective bodies. Dance and theater are traditionally defined as ephemeral arts, bounded by the limits of linear time and space. Yet, as Rebecca Schneider writes, "time is decidedly folded and fraught." Repetition and reenactment are forms of remembering, and performance is often not what disappears but what remains.How do we pass on knowledge in visceral and affective ways? What is a "repertoire"? What are the benefits and risks of continuity over time?
Taught as part of the Books Unbound curricular initiative, and in conjunction with the opening of the Sawyer-Stetson Library, the course will complete a project in which the class "embodies" material, first by exploring stories embodied by individual members of the class, and then by translating them through performance by the collective, culminating in dance/theatre pieces performed in the new library. Over the term, we will also study modern and contemporary American artists, such as: Martha Graham, The Wooster Group, Alvin Ailey, Meredith Monk, Anne Bogart, Ralph Lemon, Elevator Repair Service, Bill T. Jones, Marina Abramovic, José Limon, and Suzan-Lori Parks. We will also collaborate with professional artists invited to Williams to create and present dance and theater pieces in the new library.
Class Format: studio/seminar **Requirements/Evaluation:** evaluation will be based on collaborative-based project work, individual research, writing and final performances **Prerequisites:** no prior dance or theatre training is required **Enrollment Limit:** 14 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring in Dance, Theatre, American Studies and Art
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Amy Holzapfel

DANC 305(S) Choreographies
By reinterpreting the idea of choreography, this course will be a laboratory for deepening a student¿s thinking, writing and practice of performance in relation to the larger public sphere. Choreography will be our flexible methodology for personalizing an approach to movement and text as well as our lens for discussing cultural phenomena such as protests, elections and public ceremonies. Gleaning cues from these public spectacles, morning class exercises will focus on a skill or aspect of performance such as physicality, image, affect, duration, obstructions, objects, speech, timing and place. Afternoon sessions will be composition accompanied by a writing practice as each student navigates political matters such as identity, representation and social space. How does choreography operate in society at large? What is the line between representing and doing something with one¿s body? How might performance publicly question or transgress notions of identity? How can writing further performance as an expanded field of thought and action? The semester will culminate in a series of choreographies (either performed or printed "events") installed on campus, in locations chosen by the students.
We will encounter the work of artists such as: Vito Acconci, Marina Abramovic, Banksy, Carolee Schneeman, William Pope.L, Leigh Bowery, David Hammons, Trisha Brown, Guerilla Girls, Visual AIDS and Yoko Ono. We will also read texts by Andre Lepecki, Michel Foucault, Douglas Crimp, Jennifer Doyle, José Muñoz, Marten Spanberg, Fred Moten, Jenn Joy, Judith Butler, Adrienne Edwards and Gilles Deleuze.
Class Format: seminar/studio **Requirements/Evaluation:** based on class participation, 2 short response papers, a presentation and a final choreography
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 TBA Instructor: Will Rawls

DANC 317(S) Black Migrations: African American Performance at Home and Abroad
Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A
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. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report **Prerequisites:** none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10 **Distribution Notes:** meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Rashida Braggs

DANC 397(F) Independent Study: Dance
This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa or Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss project prior to submitting the proposal.
Class Format: independent study **Requirements/Evaluation:** quality of research and presentations **Prerequisites:** permission of department and minimum of 2-3 years as a student in the department **Enrollment Limit:** 3 **Expected Class Size:** 1-3
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Sandra Burton

DANC 398(S) Independent Study: Dance
This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa, Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss their project prior to submitting the proposal.
Class Format: independent study **Requirements/Evaluation:** based on the quality of research and final presentation **Prerequisites:** permission of the department and a minimum of 2-3 years as a a student in the department **Enrollment Limit:** 3 **Expected Class Size:** 1-3
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Sandra Burton

ECONOMICS (Div. II)

Chair, Professor KENNETH KUTTNER

Professors: J. BAKIJA, R. BRADBURD, G. CAPRIO, W. GENTRY**, K. KUTTNER, P. MONTIEL, P. PEDRONI, L. SCHMIDT*, S. SHEPPARD***, L. SHORE-SHEPPARD***, A. SWAMY, D. ZIMMERMAN***. Associate Professors: Q. ASHRAF, S. LALUMIA, D. LOVE**, S. NAFZIGER, A. RAI**, T. WATSON. Assistant Professors: M. CHAO, M. GIBSON, S. GODLONTON, S. JACOBSON, J. LEIGHT, W. OLNEY, G. PHELAN. Senior Lecturer: M. SAMSON§§. Visiting Professors: M. FORTUNATO, P. HELLER, MANDELBAUM, A. SEN, E. TRUMAN.

GENERAL INFORMATION

The primary objectives of the economics major are to develop an understanding of how individuals, organizations and societies meet their material needs. The introductory courses present the fundamental principles of economics at a level that is useful for understanding a wide range of social and policy issues. The core theory courses provide a more rigorous grounding in the tools used in analyzing individual choice, the functioning of markets, and the behavior of output, employment, and inflation. The econometrics course familiarizes students with the methods used to analyze economic data, and equip them with the tools necessary to critique and conduct empirical research. The electives draw on the skills developed in the introductory and core courses to gain a richer understanding of specific aspects of economic behavior and public policy.

The economics major and business careers. The analytical and critical thinking skills taught in economics classes are useful for many careers, including business. The major is not designed to provide pre-professional training in business or management, however. Students from a wide variety of majors, including the sciences and humanities, have gone on to successful business careers. We therefore advise those interested in business to acquire a broad exposure to the arts, social science, and natural sciences, and to major in a subject that engages their interest even if that subject is something other than economics.

Planning for a possible economics major. Given the hierarchical structure of the economics major, students considering the economics major should try to start with ECON 110 during their first year. Since ECON 255 requires a prior statistics course (preferably STAT 201 but STAT 101 is acceptable), possible economics majors should complete the statistics requirement relatively early in their college careers. Students considering the economics major should avoid enrolling in STAT 202 and instead take ECON 255 or talk to a faculty member in the department for curricular advice. Since the 400-level electives typically require at least two of the intermediate core courses (ECON 251, 252, or 255), students are strongly encouraged to complete the core courses by the end of junior year. We prefer that the three intermediate core classes be taken at Williams so students planning on studying abroad as juniors should aim to complete these courses before departure if possible.

Preparation for graduate school. Graduate study in economics requires considerably more mathematical sophistication than it does at the undergraduate level. We advise students who are considering pursuing a Ph.D. to take at a minimum MATH 150 or 151, MATH 209, MATH

250, and MATH 350. We also advise students to consider electives such as ECON 451, 472, or 475 that present advanced perspectives on contemporary economic theory. As graduate schools look for evidence of research aptitude, we also encourage those interested in graduate school to pursue the Honors program.

MAJOR REQUIREMENTS

Except for those receiving AP, IB, or A-level credit (see below), nine courses are required for the economics major. These are:

Introductory courses

- Economics 110 Principles of Microeconomics
- Economics 120 Principles of Macroeconomics. Prerequisite: ECON 110

Passing the quantitative studies exam or the equivalent is a prerequisite for both classes. Both are suitable for non-majors. Electives numbered 200-299 will require one or both as prerequisites.

Core courses

- Economics 251 Price and Allocation Theory. Prerequisites: MATH 103 and ECON 110
- Economics 252 Macroeconomics. Prerequisites: MATH 103, ECON 110 and ECON 120
- Economics 255 Econometrics. Prerequisites: MATH 103 plus either STAT 101 or 201. The combination of STAT 201 and 346 will satisfy the ECON 255 requirement. POEC 253 may not substitute for ECON 255.

The three core classes may be taken in any order. All of the 300- and 400-level electives will require at least one of the core classes, and many of the 400-level seminars require ECON 255.

Electives

Students must complete at least four economics electives in addition to the introductory and core classes listed above. At least two must be advanced electives numbered 350 to 395. At least one must be a seminar numbered 450-475, and a second seminar may be taken in lieu of a 300-level elective. Enrollment preference for 400-level classes is given to those who have not already taken a seminar. Note that some of the advanced electives may have specific requirements beyond the core economics courses and MATH 130. Juniors and seniors majoring in Economics or Political Economy may, with the permission of the instructor, enroll in 500-level graduate courses given by the Center for Development Economics. These courses can substitute for advanced electives numbered 350-395, unless otherwise noted in the course description

Credit for AP, IB and A-level exams

- The Econ 110 requirement will be waived for students who earned a 5 on the microeconomics AP exam, and the Econ 120 requirement will be waived for those who received a 5 on the macroeconomics AP exam. Students satisfying either criterion will receive major credit for the course and may complete the major with either eight or seven additional courses, depending on whether they place out of one or both introductory courses. These would include the introductory course for which no advanced placement was granted, the three core classes, and four electives.

- Students who received an A on the A-level exam in economics or earned a 6 or 7 in the higher economics IB exam will receive credit for both Econ 110 and 120, and may complete the major with only seven additional courses. These would include the three core classes and four electives.

- A score of 5 on the statistics AP exam, a 6 or a 7 on the statistics IB exam, or an A on the A-level statistics exam will satisfy the statistics prerequisites for ECON 255.

STUDY ABROAD AND TRANSFER CREDIT

Students may receive credit for college courses taken at other institutions, including those taken as part of a study abroad program. Most economics courses taken elsewhere will qualify for 200-level elective credit. Some may be able to count towards a specific departmental requirement, or qualify as a 300-level elective. In order to receive the appropriate credit, courses must be approved ahead of time by the Department's Coordinator for Transfer/Study Abroad Credit. (The Department's web site will indicate which faculty member is serving as the Coordinator.) You can find general study away guidelines for Economics here.

THE DEGREE WITH HONORS IN ECONOMICS

Graduating with Honors requires the completion of a substantial piece of independent research. Those with an economics GPA of at least 3.5 are encouraged to apply. In addition, because theses typically make use of empirical methods, those considering writing a thesis are strongly advised to complete Econ 255 before the end of junior year.

The honors program involves working closely with a faculty adviser on a subject related to the faculty member's area of expertise. The first step in pursuing honors is therefore to develop a thesis proposal in consultation with a faculty adviser. The proposal is then submitted to the Department for approval.

The Department offers both a half-year and a full-year honors program:

- The half-year program entails enrolling in a one-semester seminar plus a WSP class. Students may either enroll in Econ 491 in the fall semester and Econ 30 during winter study, or they may take Econ 30 during winter study and Econ 492 in the spring. Proposals for a fall semester thesis are due in May of the junior year, while those doing a spring thesis will submit their proposals in December of the senior year. Those choosing the half-year often base their projects on research that had been initiated in an advanced elective or a seminar, although this is not a requirement.

- The full-year program involves taking Econ 493 in the fall, Econ 31 during winter study, and Econ 494 in the spring. Proposals are due in May of the junior year.

Both programs require students to remain on campus during winter study.

Prospective honors students considering studying abroad during their junior year should plan to complete the core courses and at least one 300-level elective by the end of their sophomore year. They are also urged to begin their collaboration with their intended adviser prior to departure, and to consult with the Director of Research on the options for pursuing honors. (The Department's web site will indicate which faculty member is serving as the Director of Research.)

Further details on the two routes, the application procedure and deadlines are contained in memos sent to economics majors in the spring and fall semesters. The information is also available on the Department's web site.

In addition to completing the research project, the College Bulletin states that in order to graduate with honors, students must take at least one course in addition to the minimum number required for the major. Students in the full-year program may substitute Econ 493 for an upper-level elective (excluding those numbered 400-490). Students enrolled in the half-year program may not substitute Econ 491 or 492 for one of their electives.

GRADUATE COURSES IN DEVELOPMENT ECONOMICS

Graduate courses given by the Center for Development Economics are open to undergraduates who have taken the prerequisites, although in most cases, permission of instructor is also required. Unless otherwise specified in the course description, these courses can substitute for electives numbered 350-395 in the major.

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.
Class Format: lecture/discussion Requirements/Evaluation: problem sets, quizzes, short essays, two midterms (one for Leight's sections), final exam Prerequisites: none Enrollment Limit: 40 Expected Class Size: 40 Dept. Notes: the department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course Extra Info: 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 may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVP Core Courses POEC Required Courses

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Jessica Leight
LEC Section: 02 TR 09:55 11:10 Instructor: Jessica Leight
LEC Section: 03 MR 02:35 03:50 Instructor: Susan Godlonton
LEC Section: 04 TR 11:20 12:35 Instructor: Susan Godlonton
LEC Section: 05 MW 11:00 12:15 Instructor: Steven Nafziger
LEC Section: 06 MR 01:10 02:25 Instructor: Steven Nafziger

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Ralph Bradburd
LEC Section: 02 TR 08:30 09:45 Instructor: Matthew Chao
LEC Section: 03 TR 09:55 11:10 Instructor: Matthew Chao

ECON 111 Introduction to Economics and Its Applications (Q)
This course is intended for students who do not wish to major in economics but who would like to learn something about the discipline and to develop a greater understanding of the ways in which economics can be used to explain behavior and to inform policy. Our focus will be on providing some very basic tools of economic analysis and important institutional background regarding the US and international economies, and then using those tools and institutional knowledge to analyze current policy issues.
Class Format: lecture/discussion Requirements/Evaluation: 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 ECON course Enrollment Limit: 30 Expected Class Size: 30 Dept. Notes: ECON 111 cannot substitute for ECON 110 or ECON 120 as a prerequisite for admission to ECON 251 or ECON 252, respectively
Distributional Requirements: Division 2 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Ralph Bradburd

ECON 120(F,S) Principles of Macroeconomics (Q)
This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: 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; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.
Class Format: lecture/discussion Requirements/Evaluation: problem sets, short essays, midterm, final exam (Samson's section will have 2 one-hour exams and a final) Prerequisites: ECON 110 Enrollment Limit: 40 Expected Class Size: 40
Distributional Requirements: Division 2 Quantitative/Formal Reasoning

Other Attributes: POEC Required Courses

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Will Olney
LEC Section: 02 TR 09:55 11:10 Instructor: Will Olney

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Quamrul Ashraf
LEC Section: 02 TF 01:10 02:25 Instructor: Sara Adler Mandelbaum
LEC Section: 03 TF 02:35 03:50 Instructor: Sara Adler Mandelbaum
LEC Section: 04 MWF 08:30 09:45 Instructor: David Love
LEC Section: 05 MW 11:00 12:15 Instructor: David Love

ECON 203 Gender and Economics Crosslistings: ECON 203/WGSS 205
This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.
Class Format: lecture/discussion Requirements/Evaluation: weekly discussion papers, two midterms, and a final paper and presentation Prerequisites: ECON 110 Enrollment Limit: 25 Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: FYCR Open to First-Year Students POEC U.S. Political Economy + Public Policy Course

Not Offered Academic Year 2016
LEC Instructor: Lucie Schmidt

ECON 204(S) Economics of Developing Countries Crosslistings: ECON 204/ENVI 234
The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? When does globalization facilitate development? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce this set of issues, as analyzed by economists.
Class Format: lecture/discussion Requirements/Evaluation: short essays, mid-term examination, 15-page final paper Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: first-year and sophomore students Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2016
LEC Section: 01 Cancelled

ECON 205(F) Public Economics
This course examines the role of the government in a market economy. Three broad issues are considered: under what conditions is government intervention in the economy appropriate? When merited what is the most effective form of intervention? What effects do government policies have on incentives and behavior?After examining these questions from a theoretical perspective, the course will turn to analysis of particular government spending programs in the United States including Social Security, various types of publicly-provided insurance, spending on education, and public assistance for the poor. Finally we will study how the government raises revenue through taxation. We will discuss the principles that guide tax design and consider the effects of the tax code on behavior.
Class Format: lecture/discussion Requirements/Evaluation: problem sets, short writing assignments, midterm and final exam Prerequisites: ECON 110 Enrollment Limit: 40 Expected Class Size: 30
Distributional Requirements: Division 2
Other Attributes: PHLH Decision-Making by Institutions + Individuals POEC U.S. Political Economy + Public Policy Course

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Sara Adler Mandelbaum

ECON 211 Gender in the Global Economy Crosslistings: WGSS 211/ECON 211
This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in poor countries. The course will start by developing theoretical resources: these will include feminist critiques of economics theory, work on care labor and the shifting boundaries between markets, governments and households, theories of household bargaining, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and the 'invisible assembly line'; the economics of sex work and global sex trafficking; microcredit; the economics of the HIV/AIDS pandemic. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for first-world/third-world alliances.
Class Format: lecture/discussion Requirements/Evaluation: reaction papers, midterm exam, research paper;participation in class discussion will count for part of the grade Prerequisites: none Enrollment Limit: 30 Expected Class Size: 20 Enrollment Preferences: Women's, Gender and Sexuality Studies majors Extra Info: additional requirements: two oral responses to seminar papers; two 2-page seminar response papers; one response to a peer's final paper
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
SEM Instructor: Kiaran Honderich

ECON 213(F,S) Introduction to Environmental and Natural Resource Economics (Q)
Crosslistings: ECON 213/ENVI 213
We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.
Class Format: lecture Requirements/Evaluation: problem sets, short papers, a midterm, and a final exam Prerequisites: ECON 110 Enrollment Limit: 40 Expected Class Size: 30 Enrollment Preferences: sophomores if course is overenrolled
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVI Environmental Policy ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Sara Adler Mandelbaum

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Sarah Jacobson

ECON 215 International Trade, Globalization and Its Effects Crosslistings: ECON 215/GBST 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.
Class Format: lecture/discussion Requirements/Evaluation: problem sets, a midterm, and a final exam Prerequisites: ECON 110; students who have completed ECON 251 must have permission of the instructor Enrollment Limit: 35 Expected Class Size: 35
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy GBST Economic Development Studies Electives MAST Interdepartmental Electives POEC International Political Economy Courses

Not Offered Academic Year 2016
LEC Instructor: Michael Rolleigh

ECON 219T Global Economic History (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.
Class Format: tutorial; weekly one hour meetings in groups of two
Requirements/Evaluation: 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: ECON 110 and 120 or equivalent Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: first-year students and sophomores intending to major in Economics Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Not Offered Academic Year 2016
TUT Instructor: Steven 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 explore key questions and themes 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, the construction of the social safety net, and the place of the United States in the modern global economy. Comparisons will be made to European and non-European experiences when appropriate.
Class Format: lecture/seminar Requirements/Evaluation: midterm, short problem sets, final, and a research paper Prerequisites: ECON 110 and 120 Enrollment Limit: 35 Expected Class Size: 35
Distributional Requirements: Division 2
Other Attributes: POEC U.S. Political Economy + Public Policy Course

Spring 2016
LEC Section: 01 MW 11:00 12:15 Instructor: Steven Nafziger

ECON 222 Economics of the Arts and Culture
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.
Class Format: lecture/discussion Requirements/Evaluation: midterm and final exam, two policy memoranda Prerequisites: ECON 110 Enrollment Limit: 35 Expected Class Size: 30 Enrollment Preferences: sophomores and juniors
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
LEC Instructor: Stephen Sheppard

ECON 225T Global Financial Crisis and African Economic Development (W)
Will the global financial crunch create a development crisis for Africa? Just two years ago the International Monetary Fund published the most optimistic growth projections for Africa in decades, predicting rapid growth driven by higher commodity prices, stronger agricultural output and the dividends of years of difficult economic reforms. Today, economic analysts are downgrading African growth forecasts in the face of growing poverty and macroeconomic challenges. Food prices have more than doubled in some countries—increasing hunger for the most vulnerable groups. Fuel costs—and subsidy policies in some countries—are creating macroeconomic imbalances, and the global financial crisis is depressing demand for Africa's exports. Private capital flows, which reached record levels until 2007, are expected to decline by $300-400 billion over the next two years, with bank lending falling, portfolio investment declining, and foreign direct investment decreasing. This triple-F crisis—food, fuel and financial—is posing renewed challenges to African leaders trying to tackle the imperatives of economic development and pro-poor and inclusive economic growth. This crisis is raising the costs of reforms in countries reliant on exports and international capital for growth. Successful strategies must combine policies more efficiently than ever—to balance the necessary reforms with initiatives that offset the costs for the most vulnerable. This tutorial will analyze critical questions posed by the emerging crisis: Which countries will be hit the hardest, and how deeply and for how long? Through which channels does the contagion afflict national economies? And perhaps most importantly, what coordinated strategies can African nations develop in order to foster effective responses? This tutorial will explore how policy-makers in Africa are working to build successful inclusive growth strategies, with fiscal, monetary, industrial, trade and labor market policies reinforcing each other rather than working at cross purposes.
Class Format: tutorial, will meet weekly for one hour in groups of two
Requirements/Evaluation: 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: ECON 252 (or concurrently) or permission of instructor Enrollment Limit: 10
Expected Class Size: 10 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
TUT Instructor: Michael Samson

ECON 227(F) Acquiring Art: Selecting and Purchasing Objects For WCMA
Crosslistings: ARTH 327/ECON 227/ARTH 557
How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.
Class Format: seminar Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects;each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy
Prerequisites: ECON 110 or permission of instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ECON Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructors: Kevin Murphy, Stephen Sheppard

ECON 228T(F) Water as a Scarce Resource (W) Crosslistings: ECON 228/ENVI 228
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?
Class Format: tutorial, meeting with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (5 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
Requirements/Evaluation: 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: ECON 110 or equivalent Enrollment Limit: 10 Expected Class Size: 10
Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Policy or Environmental Science or Environmental Studies, and to students who are already major or concentrators in those subjects Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives ENVI Environmental Policy ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives POEC Comparative POEC/Public Policy Courses

Fall 2015
TUT Section: T1 TBA Instructor: Ralph Bradburd

ECON 229 Law and Economics (Q)
This course applies the tools of microeconomic analysis to private (i.e., civil) 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 contract law facilitates agreements. 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. In the 2014-15 academic year, the course will place more emphasis on intellectual property law as part of the campus-wide initiative, "The Book Unbound," associated with the opening of the new library.
Class Format: lecture/discussion Requirements/Evaluation: 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 Prerequisites: ECON 110 Enrollment Limit: 35
Expected Class Size: 25 Enrollment Preferences: Open; prefer a mix of student backgrounds
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVP PE-A Group Electives ENVP PE-B Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives JLST Enactment/Applications in Institutions JLST Theories of Justice/Law POEC U.S. Political Economy + Public Policy Course

Not Offered Academic Year 2016
LEC Instructor: William Gentry

ECON 230 The Economics of Health and Health Care (W)
In recent years, the intersection between health and economics has increased in importance. The costs of health care have been rising, although more slowly in the past few years. A substantial fraction of the United States population lacks health insurance, with the implementation of the Affordable Care Act intended to remedy that problem. In the United States and around the world the rising elderly population 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, health care and how to pay for it are sources of anxiety for 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.
Class Format: lecture/discussion Requirements/Evaluation: several short papers and a final research paper and presentation Prerequisites: ECON 110 Enrollment Limit: 19
Expected Class Size: 19 Enrollment Preferences: Economics majors, Political Economy majors, and Public Health concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHLH Decision-Making by Institutions + Individuals POEC U.S. Political Economy + Public Policy Course

Not Offered Academic Year 2016
LEC Instructor: Lara Shore-Sheppard

ECON 231(S) Financial Markets (Q)
Financial markets play an instrumental role in household saving decisions and the allocation of investment in the economy. This course surveys the economics of financial markets and institutions. Topics may include: models of stock and bond prices, portfolio choice, financial derivatives, hedging, financial market efficiency, foreign exchange, financial crises, and the potential for regulation of financial markets.
Class Format: lecture Requirements/Evaluation: evaluation will be based on problem sets and exams, including a final exam Prerequisites: ECON 110, ECON 120 and MATH 130
Enrollment Limit: 40 Expected Class Size: 30 Enrollment Preferences: lottery and balance in student interests Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 Cancelled

ECON 233(F) Behavioral Economics and Public Policy
In many ways, the fields of psychology and economics both study the same phenomena: the incentives that influence our decision-making across different contexts. This course provides a survey of the ways in which these two fields intersect, i.e. behavioral economics. Topics include how individual responses to economic incentives can be influenced by heuristics, framing, social norms, and other cognitive or social incentives. Concurrently, the course will review how these concepts can be (or are already being) applied to both firm strategy and public policy contexts, with a particular emphasis on the latter. These policy applications include ways to encourage poverty alleviation, environmental conservation, retirement savings, healthy diet and exercise habits, charitable giving, adherence to regulations, and other similar behaviors. The course will also investigate whether and how we ought to determine which behaviors are socially desirable and worth encouraging through policy.
Class Format: seminar Requirements/Evaluation: two exams, multiple 3- to 5-page papers and/or presentations, class participation Prerequisites: ECON 110 Enrollment Limit: 35
Expected Class Size: 25 Enrollment Preferences: potential social science majors Extra Info: not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Matthew Chao

ECON 235 Urban Centers and Urban Systems (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.
Class Format: lecture/discussion Requirements/Evaluation: two "policy memoranda" on assigned topics, midterm, and final exam Prerequisites: ECON 110 Enrollment Limit: 40
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: AMST Space and Place Electives GBST Economic Development Studies Electives GBST Urbanizing World Electives POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
LEC Instructor: Stephen 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 resistance have shaped the answers provided. Therefore, the course is part of the college's Exploring Diversity Initiative.
Class Format: tutorial Requirements/Evaluation: papers Prerequisites: ECON 110 Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: students with a prior class on South Asia Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives POEC Comparative POEC/Public Policy Courses

Fall 2015
TUT Section: T1 TBA Instructor: Anand 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.
Class Format: lecture Requirements/Evaluation: weekly problem sets, one or more quizzes, one or two midterms, one or two short essays, and a final exam Prerequisites: ECON 110 and MATH 130 or its equivalent Enrollment Limit: 30 Expected Class Size: 25
Distributional Requirements: Division 2 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MW 08:30 09:45 Instructor: Sarah Jacobson
LEC Section: 02 MW 11:00 12:15 Instructor: Sarah Jacobson
LEC Section: 03 MR 01:10 02:25 Instructor: Stephen Sheppard

Spring 2016
LEC Section: 01 TR 08:30 09:45 Instructor: Sarah Jacobson
LEC Section: 02 MWF 11:00 12:15 Instructor: Ashok Rai

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.
Class Format: lecture/discussion Requirements/Evaluation: problem sets and/or written assignments, midterm(s), and a final exam Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent Enrollment Limit: 30 Expected Class Size: 25 Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Greg Phelan
LEC Section: 02 MR 01:10 02:25 Instructor: Greg Phelan

Spring 2016
LEC Section: 01 TR 08:30 09:45 Instructor: Kenneth Kuttner
LEC Section: 02 MW 11:00 12:15 Instructor: Peter Montiel
LEC Section: 03 MR 01:10 02:25 Instructor: Peter 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.
Class Format: lecture Requirements/Evaluation: problem sets, two midterms, group presentations, and possible additional assignments Prerequisites: MATH 130 and STAT 101, or STAT 201 or equivalent, plus one course in ECON Enrollment Limit: 30 Expected Class Size: 30 Dept. Notes: students may substitute the combination of STAT 201 and 346 for ECON 255 Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVP PE Theory/Methods Courses ENVS Methods Courses PHLH Statistics Courses POEC Required Courses

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: David Zimmerman
LEC Section: 02 MR 02:35 03:50 Instructor: Matthew Gibson

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Tara Watson
LEC Section: 02 TR 11:20 12:35 Instructor: Anand Swamy
LEC Section: 03 TF 01:10 02:25 Instructor: Matthew Gibson
LEC Section: 04 TBA Instructor: Anand Swamy

ECON 299(F) Economic Liberalism and Its Critics Crosslistings: POEC 250/ECON 299/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 mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; intergenerational equity and climate change; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.
Class Format: lecture/discussion Requirements/Evaluation: 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 a score of 5 on the AP exam in U.S. Government and Politics; (or permission of instructor); open to non-majors Enrollment Limit: 35 Expected Class Size: 35 Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major Dept. Notes: formerly POEC 301
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructors: Jon Bakija, James Mahon

ECON 351 Tax Policy (Q) (W)
The tax system is a major element of public policy. In addition to raising revenue for government expenditure programs, policymakers use the tax system to redistribute resources and to promote a variety of economic policies. For example, the United States tax system has specific rules to encourage savings, education, and investment. Inherently, many tax policy choices involve trade-offs between equity and efficiency. The purpose of this course is to clarify the goals and possibilities of tax policy, mainly through an examination of U.S. federal tax policy (though the search for possible reforms may lead us to examine policies from other countries). The course will examine the choice of the tax base (income or consumption), notations of fairness in taxation (e.g., the rate structure), the choice to tax corporate income separately from personal income, and a variety of specific tax policy issues (e.g., retirement saving, child care, the "marriage" tax, capital gains taxation, and the taxation of housing).
Class Format: discussion/seminar Requirements/Evaluation: several shorter papers, a research paper, and final exam Prerequisites: ECON 251 and preferably some familiarity with statistical analysis Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: senior Economics majors
Distributional Requirements: Division 2 Quantitative/Formal Reasoning Writing Intensive
Other Attributes: POEC U.S. Political Economy + Public Policy Course

Not Offered Academic Year 2016
LEC Instructor: Sara LaLumia

ECON 352(S) Financial Development and Regulation Crosslistings: ECON 510/ECON 352
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.
Class Format: lecture/discussion Requirements/Evaluation: midterm, participation in class discussion and debates, and a final research paper Prerequisites: for undergraduates, POEC 253 or ECON 255; undergraduate enrollment limited and requires instructor's permission Enrollment Limit: 25 Expected Class Size: 20-25 Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2016
LEC Section: 01 MW 11:00 12:15 Instructor: Gerard Caprio

ECON 356(S) Empirical Methods in Macroeconomics (Q) Crosslistings: ECON 513/ECON 356
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, sources of exchange rate volatility and determinants of long run economic growth. The course is also available to undergraduates with permission of the instructor. Undergraduates with strong math backgrounds may wish to enroll directly in Econ 471 in lieu of this course. However, those seeking a transition course may wish to enroll in this course prior to taking Econ 471.
Class Format: seminar Requirements/Evaluation: short empirical projects, midterm, term paper Prerequisites: ECON 252, ECON 255 or equivalent, and ECON 393 (ECON 360 may substitute for 393); not open to students who have taken ECON 471 Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: senior Economics majors and CDE fellows
Distributional Requirements: Division 2 Quantitative/Formal Reasoning

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Peter Pedroni

ECON 357T 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.
Class Format: tutorial; will meet weekly in groups of two Requirements/Evaluation: 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: ECON 251 and 255 or STAT 346 or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Economics majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016
TUT Instructor: David Zimmerman

ECON 358(S) International Trade
This class will examine the causes and consequences of globalization. We will cover the classic models of international trade and discuss the empirical relevance of these theories. Other global forces such as immigration, foreign direct investment, offshoring, trade policies, and trade agreements will also be examined. Throughout the course we will focus on the factors driving globalization as well as the welfare and distributional implications.
Class Format: lecture/discussion Requirements/Evaluation: problems sets, short essays, midterm, and final Prerequisites: ECON 251 and ECON 255 Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: senior Economics majors
Distributional Requirements: Division 2
Other Attributes: POEC International Political Economy Courses

Spring 2016
SEM Section: 01 Cancelled

ECON 359(S) Developing Country Macroeconomics II Crosslistings: ECON 515/ECON 359
Developing countries do not find it difficult to initiate rapid growth, but do find it difficult to sustain it. Growth spurts are often derailed by macroeconomic shocks. As developing countries become increasingly open to trade and financial interactions with the rest of the world, such shocks may become more frequent, and potentially more severe. This course examines the types of macroeconomic institutions and policy regimes that can help developing countries withstand such shocks and sustain economic growth. We will examine central bank independence, the design of monetary and exchange rate regimes, capital account regimes, and various types of fiscal policy institutions and policy regimes, including fiscal rules.
Class Format: lecture Requirements/Evaluation: two midterms and a final project Prerequisites: ECON 505; undergraduate enrollment limited and requires instructor's permission Expected Class Size: 25-30 Extra Info: not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Spring 2016
SEM Section: 01 MWF 08:30 09:45 Instructor: Peter Montiel

ECON 360 International Monetary Economics
This course studies the macroeconomic behavior of economies that trade both goods and assets with other economies: international financial transactions, especially the buying and selling of foreign money, the role of central banks and private speculators in determining exchange rates and interest rates, and the effects of international transactions on the overall performance of an open economy. Additional topics may include the "asset market approach" to exchange rate determination, the nature and purpose of certain international institutions, and important current events.
Class Format: lecture Requirements/Evaluation: 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: ECON 251 and 252 Enrollment Limit: 25 Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Not Offered Academic Year 2016
LEC

ECON 361(S) Political Economy and Economic Development Crosslistings: ECON 361/ECON 524
This course is intended as an introduction to the newly emerging field of political economy of institutions and development. Key questions of interest include how voters behave and how this affects policy and economic outcomes; the nature, evolution and economic implication of corruption, and how it can be controlled; and the economics of conflict. The goal of the course is both to provide students of a sense of the frontier research topics in political economy in developing countries and to introduce them to the methodologies used to investigate these topics.
Class Format: lecture/discussion Requirements/Evaluation: problem sets, quizzes, presentation, final exam Prerequisites: ECON 110 and 255 or permission of instructor Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: junior and senior majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2016
LEC Section: 01 M 07:00 09:40 Instructor: Jessica Leight

ECON 362(F) Global Competitive Strategies
This course maintains an IO perspective, acknowledging the centrality of large, multinational firms in determining the pattern and success of a nation's international economic activities (which include, but are not limited to, a wide range of licensing, trade, and diverse configurations of foreign direct investment activities, and their implications for employment, profitability, and social welfare at home and abroad.) In this sense, we depart from international economic approaches that focus foremost on the ways in which a country's factor endowments, domestic market characteristics, and government policies promote or impede such activities, although in our treatment we do not neglect these factors, but treat them as constraints upon, or resources supporting, the optimizing behaviors of large firms. During and following a case-based module in which we learn and simulate the strategic decision processes used by executives of multinationals, we examine the actual trade and investment decisions of those firms, compare them to the predictions of international trade and multinational IO theories, and seek to explain divergences where they are identified. Throughout, competitive strategies of domestic and foreign rivals in markets around the world are explored. As well, the types and efficacy of various government policies in promoting the competitiveness of industries in regional and global markets — and how they are linked to recent work in growth theory — are examined. Further, substantial recent shifts in the nature of globalized economic activity, including the changing relative mobility and power of capital and labor, are examined. Finally, welfare propositions and policy ideas for addressing welfare impacts are advanced and discussed. Written cases, class participation, a mid-term exam, and a final paper or exam are expected.
Class Format: lecture/discussion Requirements/Evaluation: written cases; class participation; a mid-term exam; and a final paper or exam Prerequisites: ECON 251 Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: senior Economics majors
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives

Fall 2015
LEC Section: 01 M 07:00 09:40 Instructor: Michael Fortunato

ECON 363 Money and Banking
This course first explores the role of the financial system and financial markets, and how they interact with the economy. What does finance do? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? How does the financial system help with the management of risks faced by society? Second, it analyzes the role of the central bank and the conduct of monetary policy. How do central banks set monetary policy and how do those policies effect the economy? How does monetary policy change when interest rates are (virtually) zero? Third, it studies the complexities associated with managing and regulating modern financial instruments and markets. Why are financial crises so common, and why has regulation not succeeded in preventing them?
Class Format: lecture and discussion Requirements/Evaluation: problem sets, midterm, a debate and/or presentation, and a final exam Prerequisites: ECON 252 Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: Economics majors
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
LEC Instructor: Kenneth Kuttner

ECON 366(S) International Trade and Development Crosslistings: ECON 516/ECON 366
This course will examine the causes and consequences of globalization and its implications for less-developed countries. We will study the classic models of international trade and discuss the empirical relevance of these theories. In addition, we will focus on other dimensions of globalization that are of particular importance to developing countries such as trade and education, emigration, brain drain, remittances, foreign direct investment, trade policies, infant industry protection, trade and growth, the resource course, and trade agreements.
Class Format: lecture/discussion Requirements/Evaluation: problem sets, short essays, midterm, and final Prerequisites: ECON 251 and ECON 255 Enrollment Preferences: undergraduate enrollment limited and requires instructor's permission
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Will Olney

ECON 372 Incentives and Development Policy Crosslistings: ECON 521/ECON 372
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. Note: this course was developed to address issues that arise in the countries represented at the CDE.
Class Format: seminar Requirements/Evaluation: two hour-long tests and a final policy project Prerequisites: undergraduate enrollment limited and requires instructor's permission Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: intended for CDE Fellows Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016

ECON 374T Poverty and Public Policy (W)
Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% 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, Supplemental Nutrition Assistance Program/Food Stamps, Medicaid/Children's Health Insurance Program, 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.
Class Format: tutorial **Requirements/Evaluation:** 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:** POEC 253 or ECON 255 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Economics majors, Political Economy majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Interdepartmental Electives POEC U.S. Political Economy + Public Policy Course

Not Offered Academic Year 2016
TUT Instructor: Lara Shore-Sheppard

ECON 377(S) Inspiration/Perspiration: The Economics of Innovation and Technological Change
From agriculture, to the steam engine, to modern biotechnology, technological change drives economic growth and rising living standards. Whether we are talking about great inventions or small tweaks, the tools of economics can help us understand how new technologies emerge, spread, and become obsolete. In this course, we will first take a microeconomic approach to examining the creation of new knowledge, the translation of ideas into practical applications, and the adoption of new technologies by producers and consumers. We will study the incentives that potential innovators face, how these are affected by patents and other forms of intellectual property rights, and how different market structures can influence the resulting trajectory of technological change and utilization. We will then confront the macroeconomic implications of innovation, and discuss how government policies can foster technological change and address its consequences. Throughout the course, we will explore historical and contemporary case studies of the creation, exploitation, and consequences of innovation.
Class Format: lecture **Requirements/Evaluation:** reading responses, problem sets, quizzes, class discussion, research projects; students will undertake a group project and write their own 8- to 10-page research paper on the economics of a particular innovation of their choosing **Prerequisites:** ECON 251 and either ECON 255 or POEC 253 **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** junior and senior Economics majors
Distributional Requirements: Division 2

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Steven Nafziger

ECON 378(F) Long-Run Perspectives on Economic Growth (Q)
The world today is marred by vast differences in the standard of living, 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 across nations? Are the explanations to be found in underlying differences between countries over the past few decades, the past few centuries, or the past few millennia? If contemporary differences in living standards have "deep" historically-rooted origins, what scope exists for policies to reduce global inequality today? Can we expect global inequality to be reduced gradually over time, through natural processes of economic development, 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: the Neoclassical growth model and its inefficacy for answering questions about development over long time horizons; Malthusian stagnation across societies during the pre-industrial stage of economic development; the importance of the so-called demographic transition and of human capital formation in the course of industrialization; the persistent influence of colonialism, slavery, and ethnic fragmentation in shaping the quality of contemporary politico-economic institutions; and the long-lasting effects of geography on comparative development, through its impact on the emergence of agriculture in early human societies and its influence in shaping the genetic composition of human populations across the globe.
Class Format: lecture/discussion **Requirements/Evaluation:** at least one exam, a research paper and a class presentation **Prerequisites:** ECON 251 and 252 or permission of instructor, familiarity with econometrics (ECON 255) will be helpful but not essential **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** junior and senior Economics majors
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: POEC Comparative POEC/Public Policy Courses

Fall 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Quamrul Ashraf

ECON 379(S) Program Evaluation for International Development (Q) **Crosslistings:** ECON 523/ECON 379
Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.
Class Format: seminar **Requirements/Evaluation:** problem sets, midterm exam and one 7- to 10-page essay **Prerequisites:** one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503) **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** CDE Students, but undergraduates with the prerequisites are welcome **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Quantitative/Formal Reasoning

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Susan Godlonton

ECON 380 Population Economics **Crosslistings:** ECON 380/ECON 519
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.
Class Format: lecture/discussion **Requirements/Evaluation:** at least one exam, a research paper and a class presentation **Prerequisites:** ECON 251; POEC 253 or ECON 255 or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Economics majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PHLH Social Determinants of Health POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
LEC Instructor: Lucie Schmidt

ECON 381(S) Global Health Policy Challenges (Q)
Poor health is both a cause and a consequence of poverty. It can trap individuals in poverty and reduce aggregate economic growth. This course will be structured around major global health challenges, including maternal health, HIV/AIDS, tuberculosis, malaria, diarrheal disease, nutritional deficiencies and obesity. For each topic, we will first examine the prevalence of the problem. Then, we will turn to the evidence about the costs, benefits, and effectiveness of existing policy solutions. Finally, we will use this information to debate policy alternatives and develop policy recommendations that take into account budgetary, political, and social constraints.
Class Format: lecture **Requirements/Evaluation:** three policy memorandums, a midterm exam and a substantive research paper that includes some analysis of existing data **Prerequisites:** ECON 251; POEC 253 or ECON 255 or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** seniors and juniors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: PHLH Decision-Making by Institutions + Individuals POEC Comparative POEC/Public Policy Courses

Spring 2016
LEC Section: 01 MW 11:00 12:15 Instructor: Susan Godlonton

ECON 383 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.
Class Format: lecture/discussion **Requirements/Evaluation:** two midterms and a research paper **Prerequisites:** ECON 251 **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** seniors and juniors
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives ENVP PE-A Group Electives ENVP SC-A Group Electives GBST Urbanizing World Electives POEC U.S. Political Economy + Public Policy Course

Not Offered Academic Year 2016
LEC Instructor: Stephen Sheppard

ECON 384(S) Corporate Finance (Q)
This course analyzes the major financial decisions facing firms. While the course takes the perspective of a manager making decisions about both what investments to undertake and how to finance these projects, it will emphasize the underlying economic models that are relevant for these decisions.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 risk management, corporate governance and corporate restructuring, such as mergers and acquisitions.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, problem sets, short quizzes, short projects such as case write ups, a midterm exam, a final exam and a group project **Prerequisites:** ECON 251, 252, and some familiarity with statistics (e.g., ECON 255) **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** senior Economics majors
Distributional Requirements: Division 2 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 Cancelled

ECON 385(S) Games and Information (Q)
This course is a mathematical introduction to strategic thinking and its applications. Ideas such as Nash equilibrium, commitment, credibility, repeated games, incentives and signaling are discussed. Examples are drawn from economics, politics, history and everyday campus life.
Class Format: lecture/discussion **Requirements/Evaluation:** exams, problem sets and a substantial final project that involves modeling a real world situation as a game **Prerequisites:** ECON 251 and MATH 150, or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** juniors and seniors **Extra Info:** Students who have taken Math 335 cannot receive credit for this class may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Quantitative/Formal Reasoning

Spring 2016

LEC Section: 01 TF 01:10 02:25 Instructor: Ashok Rai

ECON 386(S) Environmental and Natural Resource Policy (Q) Crosslistings: ECON 386/ENVI 386/ECON 518
Economic activity often damages the environment significantly, especially in developing countries. Firms may clear-cut valuable forests, while consumers may drive high-pollution vehicles with little thought for the environmental consequences. Economists have proposed a variety of policy remedies, from pollution taxes to tradable permit schemes and restrictions on the quantity of pollution. This course first examines the relative merits of these policies from a theoretical perspective. When pollution damage is uncertain, is it better to use a pollution tax or a quantity restriction? Is it worse to set a pollution tax too high than to set it too low? It then proceeds to the practical issues that attend policy implementation, particularly where state capacity is limited. What is the best policy when inspectors can be threatened or bribed? When resource extraction is hard to monitor? Case studies will likely include policies aimed at deforestation, mineral ownership and extraction, particulate air pollution from industry and transportation, and carbon emissions from electricity generation. In evaluating policies we will think about both efficiency and the distribution of costs and benefits. (What if environmental regulation only benefits the wealthiest people in a country?) We will also examine the environmental consequences of policies aimed at other problems, like poverty and low education.
Class Format: seminar Requirements/Evaluation: problem sets, paper, brief presentation, a midterm, and a final exam Prerequisites: ECON 251, familiarity with statistics Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: senior Economic majors and CDE fellows Dept. Notes: this course satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVI Environmental Policy ENVP PTL Theory/Method Courses ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Matthew Gibson

ECON 388 Urbanization and Development Crosslistings: ECON 388/ECON 517/ENVI 388
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?
Class Format: lecture/discussion Requirements/Evaluation: a midterm and a final exam, plus a paper that evaluates specific problems, policy alternatives, and provides some analysis of relevant data Prerequisites: ECON 251 plus POEC 253, ECON 255, 502 or 503; undergraduate enrollment limited and requires instructor's permission Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy GBST Urbanizing World Electives POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
LEC Instructor: Stephen Sheppard

ECON 389(S) Tax Policy in Emerging Markets (Q) Crosslistings: ECON 514/ECON 389
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 emerging markets (developing and transition economies), but in these nations taxation is especially challenging because of serious problems with tax evasion and administration. 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 and administrative problems 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; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.
Class Format: seminar Requirements/Evaluation: midterm exam, problem sets, two 7- to 10-page essays Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: POEC Comparative POEC/Public Policy Courses POEC International Political Economy Courses

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Jon Bakija

ECON 390T(S) Financial Crises: Causes and Cures (W) Crosslistings: ECON 390/ECON 536
Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.
Class Format: tutorial Requirements/Evaluation: 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: ECON 252 and 255 Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Economics majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2016
TUT Section: T1 TBA Instructor: Gerard Caprio

ECON 391T 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.
Class Format: tutorial Requirements/Evaluation: each student will write a paper every other week, and comment on his/her partner's work in the other weeks Prerequisites: ECON 251 and 255 or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Economics majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Stephen Sheppard

ECON 393(F) International Macroeconomics
This model based 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.
Class Format: lecture/discussion Requirements/Evaluation: two midterm exams and one final term paper focused on an international macro policy topic of the student's choice Prerequisites: ECON 252 Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: Economics majors, and particularly to those wishing to write an honors thesis in related areas of interest
Distributional Requirements: Division 2
Other Attributes: POEC International Political Economy Courses

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Peter Pedroni

ECON 394 European Economic History
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.
Class Format: lecture/discussion Requirements/Evaluation: midterm, short assignments, and a final research paper Prerequisites: ECON 251 or 252 AND 255 or equivalent Enrollment Limit: 25 Expected Class Size: 25
Distributional Requirements: Division 2

Not Offered Academic Year 2016
LEC Instructor: Steven Nafziger

ECON 397(F) Independent Study: Economics
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.
Class Format: independent study Prerequisites: consent of an instructor and of the department chair Dept. Notes: with permission of the department, an approved project may count as one of the two advanced electives required for the major
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Kenneth Kuttner

ECON 398(S) Independent Study: Economics
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.

Class Format: seminar Prerequisites: consent of an instructor and of the department chair Dept. Notes: with permission of the department, an approved project may count as one of the two advanced electives required for the major
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Kenneth Kuttner

ECON 451 Topics in Macroeconomics
This seminar explores some of the central topics in macroeconomics, including economic growth, saving and investment, business cycle fluctuations, monetary policy, and financial crises. The first part of the course focuses on long-run economic growth. Using economic theory and evidence, we will attempt to answer some of the most important questions in all of economics: Why are some countries poor and other countries rich? What can governments do to achieve faster and environmentally sustainable rates of growth? What are the growth consequences of sustained budget deficits? Understanding the behavior of the economy in the long run is one of the key tasks of macroeconomics. But as we have seen during the recent financial crisis, the short run matters as well. In the second part of the class, we will turn our attention to economic downturns and financial crises. Using historical work on past crises and the accumulating evidence on the current one, we will study a host of short-run topics, including financial markets, the effectiveness of fiscal and monetary policies, consumer expectations, asset prices, employment, and productivity. Because this is an advanced class in macroeconomics, we will approach these issues as practicing economists working with the best possible models and empirical techniques. Students will have an opportunity to apply these methods in a required end-of-term research paper.
Class Format: seminar Requirements/Evaluation: midterm, final, class participation and research paper Prerequisites: ECON 251, 252, and 255 Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: senior Economics majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: David Love

ECON 453 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.
Class Format: seminar Requirements/Evaluation: 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 ECON 255 or POEC 253 Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: senior Economics majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
SEM Instructor: Lara Shore-Sheppard

ECON 455 Research in Economic History
Historical approaches to understanding economic development and current economic policy issues are increasingly in vogue. This seminar will focus on how economic historians marshal evidence and utilize the empirical tools of economics to investigate questions of a historical nature that often have direct implications for modern society. Possible topics to be covered include the role of political change in economic development, trade and migration, education and human capital accumulation, technology and innovation policies, and the evolution and workings of domestic and global factor markets. Students will be expected to not only analyze recent scholarship in economic history, but they will also produce and present their own original research over the semester.
Class Format: seminar Requirements/Evaluation: 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 POEC 253 Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: senior Economics majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
SEM Instructor: Steven Nafziger

ECON 456(F) Income Distribution
This course examines the distribution of income in the U.S., with emphasis on how it is affected by taxes, transfers, and other government programs.Questions to be addressed may include the following: How have wage inequality and the skill premium evolved over time? What factors explain a rising skill premium? How does income differ with race and gender? How is poverty measured, and what are the factors associated with living in poverty? How do government programs change the distribution of income? How much income mobility is there across generations? Students will become more critical readers of current economic literature, and will apply their skills in conducting empirical research.
Class Format: discussion/seminar Requirements/Evaluation: short writing assignments, computer lab exercises, oral presentations, and a 15- to 20-page research paper including original empirical analysis (written in stages) Prerequisites: ECON 251 and 255 or equivalent Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: senior Economics majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: POEC U.S. Political Economy + Public Policy Course

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Sara LaLumia

ECON 457 Public Economics Research Seminar
In this class, students will learn how to read, critically evaluate, and begin to produce empirical research on important and interesting public policy questions. Topics will be selected from across the spectrum of public economics issues and may vary from year to year. Examples of specific topics that may be covered include education, environmental policy, taxation, income inequality, anti-poverty policy, health care policy, the economics of crime and corruption, and the implications of behavioral economics and psychology for public policy (we will typically only cover a subset of these topics). Applications will be drawn mostly from the United States but we will also consider some issues and evidence from other industrialized and developing countries. The course will especially emphasize the critical analysis of empirical evidence on public policy questions.
Class Format: a mix of lecture, seminar discussion, and time in a computer lab learning to work with data and estimate econometric models Requirements/Evaluation: 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: ECON 255, ECON 251, and ECON 120 Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: senior Economics majors Dept. Notes: ideal preparation for seniors (or juniors, if offered in the spring) interested in writing an ECON thesis, or for students who want a taste of the kind of original empirical research one would do for a thesis without actually having to commit to a thesis
Distributional Requirements: Division 2
Other Attributes: ENVP PE-A Group Electives ENVP SC-A Group Electives POEC U.S. Political Economy + Public Policy Course

Not Offered Academic Year 2016
SEM Instructor: Jon Bakija

ECON 458T Economics of Risk
Risk and uncertainty are pervasive features of economic decisions and outcomes. Individuals face risk about health status and future job prospects. For a firm, developing new products is risky; furthermore, once a product has been developed, the firm faces product liability risk if it turns out to be unsafe. Investment decisions—from managing a portfolio to starting a business—are also fraught with uncertainty. Some risks are environmental—both manmade problems and natural disasters; other risks include the possibility of terrorist attack and, more locally, issues of campus safety. This tutorial explores both the private market responses to risk (e.g., financial markets, insurance markets, private contracting, and precautionary investments and saving) and government policies towards risk (e.g., regulation, taxation, and the legal system). From a theoretical standpoint, the course will build on expected utility theory, diversification, options valuation, principal-agent models, contract theory, and cost-benefit analysis. We will apply these tools to a wide variety of economic issues such as the ones listed above. One goal of the course is to discover common themes across the disparate topics. Students will be expected to read and synthesize a variety of approaches to risk and uncertainty and apply them to various issues.
Class Format: tutorial; students will meet with the instructor in pairs in each week Requirements/Evaluation: 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 Prerequisites: ECON 251, 252, and 255 Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: senior Economics majors Extra Info: one of the papers during the term will be revised to reflect feedback from the instructor and the student's partner may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016
TUT Instructor: William Gentry

ECON 459(S) Economics of Institutions (Q) (W)
Why are some countries so rich and others so poor? Typical answers to this question have emphasized proximate causes like factor accumulation (i.e., growth in a nation's physical and human capital endowments), technological progress, and demographic change. The institutional approach to this question, however, emphasizes the role of sociopolitical and cultural factors, broadly defined, as a fundamental determinant of its economic prosperity. The central idea is that the added-value of economic activities to society at large is primarily conditioned by the social arrangements within which these activities occur. Specifically, these social arrangements invariably generate a structure of private incentives, which can either promote behavior that is conducive to economic development or lead to the pursuit of private gain at the expense of the common good. As such, the key to economic development in this view is the establishment of a suitable set of institutions and structures of governance in society. This course will survey the rapidly expanding literature on the topic of institutions and economic development, with an emphasis on the latest empirical evidence that has come to bear in the context of both historical and contemporary societies. The purpose of the course will be to expose students to the core ideas and empirical tools employed at the frontier of research in this area of inquiry. The readings will primarily comprise published journal articles and unpublished working papers, and students should expect to apply concepts from across all the core courses in economics.
Class Format: seminar Requirements/Evaluation: three 4- to 5-page critical reviews of published work; one 15-page final research paper (potentially involving applied econometric work); extensive class participation. Prerequisites: ECON 251, ECON 252 and ECON 255 or permission of instructor Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: senior Economics majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Quantitative/Formal Reasoning Writing Intensive

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Quamrul Ashraf

ECON 460(S) Economic Development of China Crosslistings: ECON 460/ASST 460
This course is an introduction to the economic development of China in the post-1978 period. It seeks to provide an overview of the process by which China grew from an economic backwater to the second largest economy in the world, with a particular focus on rural development and the growing gap between rural and urban incomes; human capital and education; and health and gender in the Chinese context. In addition, the course has the goal of familiarizing students with current economics research on Chinese topics and enabling them to be informed consumers of this research.
Class Format: seminar Requirements/Evaluation: in-class quizzes, literature critique, individual project comprising a presentation and final paper Prerequisites: ECON 251 and 255 Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: senior Economics majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 TR 08:30 09:45 Instructor: Jessica Leight

ECON 461 Computable General Equilibrium (CGE) Modeling Crosslistings: ECON 461/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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on problem sets, two midterms, final project and presentation Prerequisites: MATH 150 and ECON 251 Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: senior Economics majors and CDE fellows
Distributional Requirements: Division 2

Not Offered Academic Year 2016
LEC Instructor: Michael Rolleigh

ECON 463(F) Financial History (W)
What can we learn from financial history to understand the successes and failures of finance today, and how finance and politics interact? 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, including in the financial revolutions from Northern Italy, the Netherlands, Britain and the US; 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, evaluates their efficacy, and considers lessons for modern financial regulation.
Class Format: seminar Requirements/Evaluation: 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: ECON 251, 252, and 255 Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: senior Economics majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Gerard Caprio

ECON 465(F) Pollution and the Labor Market
If your home town has polluted air, does that reduce your wage? Do you work less? Are you less likely to finish high school? These are specific versions of an important general question: how does pollution affect labor market outcomes? The answer matters for individual decisions (where to live) and government policies (air pollution regulations). This seminar begins from theories of optimizing worker behavior in the presence of pollution. Building on this foundation, students will critically evaluate new empirical research into the impacts of pollution on human capital, labor supply, and productivity. Schedule permitting, we will also study the impact of pollution regulations on wages and employment. Included papers will cover both developed and developing countries.
Class Format: seminar Requirements/Evaluation: class discussion, 5-page critique of an existing research paper, 15- to 20-page empirical paper (written in stages) and accompanying short presentation Prerequisites: ECON 251 and ECON 255 Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Economics majors, seniority Extra Info: not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy ENVP PTL Theory/Method Courses ENVP PE-A Group Electives ENVP PTL-A Group Electives POEC Comparative POEC/Public Policy Courses

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Matthew Gibson

ECON 467T Development Successes (W) Crosslistings: ECON 467/ECON 531
Although living standards in most of the worlds 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.
Class Format: tutorial Requirements/Evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students Prerequisites: ECON 204 or 501 Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: senior Economics majors Dept. Notes: need permission of the instructor for this class Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST Economic Development Studies Electives

Not Offered Academic Year 2016
TUT Instructor: Peter Montiel

ECON 468(F) Your Money or Your Life: Health Disparities in the United States
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.
Class Format: seminar, including frequent small group meetings, a computer lab, and a poverty simulation Requirements/Evaluation: evaluation includes class discussion, oral presentations, 4-6 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 Class Size: 19 Enrollment Preferences: senior Economics majors
Distributional Requirements: Division 2
Other Attributes: PHLH Decision-Making by Institutions + Individuals PHLH Social Determinants of Health POEC U.S. Political Economy + Public Policy Course

Fall 2015
SEM Section: 01 Cancelled

ECON 470 The Indian Economy: Development and Social Justice (D)
The Indian economy has grown rapidly in the last two decades, but poverty has declined relatively slowly. Is this the persistence of long-standing historical disadvantages such as those faced by Scheduled Castes and Tribes? Does this reflect failures in policy, in areas such trade or labor law? Or is the quality of governance, especially the level of corruption, primarily to blame?
We will use the traditional theoretical and quantitative methods of an economist to consider these questions, 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.
Class Format: seminar Requirements/Evaluation: five short response papers (5 pages), and longer final paper (15 pages) Prerequisites: ECON 251 and 255, or equivalent, or permission of instructor Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: junior and senior majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: JLST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
SEM Instructor: Anand Swamy

ECON 471(F) Topics in Advanced Econometrics (Q)
The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs and cointegration analysis, both in conventional time series and panel time series which contain spatial dimensions. The course is Well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development. It is also well suited for students majoring in economics, statistics or mathematics who simply wish to expand their econometrics training and understanding to a more advanced level, or wish to pursue an econ honors thesis in econometrics.
Class Format: seminar Requirements/Evaluation: periodic homework assignments, midterm exam, term paper Prerequisites: ECON 252 and ECON 255 (or equivalent) Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: students with strong math backgrounds, and to students intending to write an honors thesis Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Quantitative/Formal Reasoning

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Peter Pedroni

ECON 472(S) Macroeconomic Instability and Financial Markets
This advanced course in macroeconomics and financial theory attempts to explain the role and the importance of the financial system in the global economy. The course will provide an understanding of why there is financial intermediation, how financial markets differ from other markets, and the equilibrium consequences of financial activities. Rather than separating off the financial world from the rest of the economy, we will study financial equilibrium as a critical element of economic equilibrium. An important topic in the course will be studying how financial market imperfections amplify and propagate shocks to the aggregate economy. The course may cover the following topics: the determination of asset prices in general equilibrium; consequences of limited asset markets for economic efficiency; theoretical foundations of financial contracts and justifications for the existence of financial intermediaries; the roles of financial frictions in magnifying aggregate fluctuations and creating persistence and instability; the role of leverage and financial innovation in fueling financial crises.
Class Format: seminar Requirements/Evaluation: evaluation will be based on problem sets, exams, and potentially student presentations Prerequisites: ECON 251 and ECON 252 Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: Economics majors
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Greg Phelan

ECON 473 Microfinance (D) (Q) Crosslistings: ECON 473/ECON 520
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.
Class Format: seminar Requirements/Evaluation: 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 Class Size: 19 Enrollment Preferences: senior Economics majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Quantitative/Formal Reasoning

Not Offered Academic Year 2016
SEM Instructor: Ashok Rai

ECON 475(S) Advanced Microeconomic Theory (Q)
This course examines the mathematical underpinnings of advanced economics. This includes proofs of the following: existence and uniqueness of competitive equilibrium in a variety of

environments, first and second fundamental welfare theorems, existence of Nash equilibrium, and others. The focus of this class is primarily on the mathematical proofs. These proofs are essential components of any graduate program in economics. Students who wish to see pure math theorems applied to other fields may also be interested.
Class Format: lecture **Requirements/Evaluation:** problem sets, one midterm, class participation, and a final exam **Prerequisites:** MATH 150 or equivalent, and ECON 251
Enrollment Limit: 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors
Distributional Requirements: Division 2 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: Arunava Sen

ECON 476(F) Behavioral Economic Theory and Methods
The field of behavioral economics emphasizes that economic models should account for the psychological plausibility of its assumptions and consequences. This course will systematically review the ways in which prominent behavioral economics models of decision-making differ from the classical models found in standard microeconomics textbooks, including how these differences add to our understanding of the psychological processes that underlie economic models. The material will also rigorously introduce the many methods that behavioral economists use in order to empirically verify these models. These methods include using laboratory experiments, field experiments, and observational data to causally infer the effects of various psychological incentives on our decision-making in different contexts. In some cases, these methods may include biological or neurological measures, such as fMRI. Class discussions will cover applications of these behavioral models to many disparate contexts that could include asset markets, firm-level strategy, public sector policy, and managerial decision-making. Students will be expected to analyze academic papers that are appropriate for advanced undergraduate economics students.
Class Format: seminar **Requirements/Evaluation:** an original research paper, several short paper critiques, oral presentation(s), class participation **Prerequisites:** ECON 251 and ECON 255 **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Economics majors, seniority **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Matthew Chao

ECON 491(F) Honors Seminar: Economics
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.
Class Format: independent study **Prerequisites:** admission by the department; required for honors in Economics unless a student writes a year-long thesis
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Kenneth Kuttner

ECON 492(S) Honors Seminar: Economics
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.
Class Format: independent study **Prerequisites:** admission by the department; required for honors in Economics unless a student writes a year-long thesis
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Kenneth Kuttner

ECON 493(F) Honors Thesis: Economics
A year-long research project for those honors candidates admitted to this route to honors.
Class Format: independent study **Prerequisites:** admission by the department in the spring of the junior year **Extra Info:** this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Kenneth Kuttner

ECON 494(S) Honors Thesis: Economics
A year-long research project for those honors candidates admitted to this route to honors.
Class Format: independent study **Prerequisites:** admission by the department in the spring of the junior year **Extra Info:** this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Kenneth Kuttner

ECON 501(F) Development Economics I
This course introduces some of the major theories and ideas about economic growth and development. Motivated by a number of stylized facts from cross-country data, we will begin by posing a series of questions: Why are some countries rich and others poor? Why have some countries grown at high rates over extended periods of time, while others have experienced little or no growth? Do all economies face comparable challenges to achieving sustained economic growth? Will poor countries catch up to rich countries or are they doomed to stagnate in a poverty trap? To answer these "big" questions, we will explore the underlying mechanisms of economic growth. What role is played by savings and investment (i.e., the accumulation of physical capital)? What is the influence of population growth? How important are investments in human capital (i.e., education and population health)? How important are technological differences across countries? How much significance should we ascribe to differences across countries in geographical characteristics? How much should we ascribe to differences in the quality of institutions? For each question, we will explore different theoretical and empirical strategies developed by economists to answer the question, ranging from formal models to historical and anecdotal evidence to cross-country growth and development regressions. We will evaluate the usefulness of the different approaches to each question for informing development-promoting and poverty-alleviation policies, and we will also discuss the reasons why so many important questions about economic growth continue to remain difficult to answer.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, one midterm exam, and a final exam **Prerequisites:** ECON 251, 252, and 255; undergraduate enrollment limited and requires instructor's permission **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Quamrul Ashraf

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.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, midterm and final exam **Prerequisites:** admission depends on previous background in statistics and mathematics **Enrollment Preferences:** limited to CDE students **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Lara Shore-Sheppard

ECON 503(F) Statistics/Econometrics: Advanced Section
The course introduces students to the statistical methods used by economists, including those studying policy questions. The focus is on applications. Students will also work with Stata, a software widely used by economists.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, midterm exam, and a final **Prerequisites:** admission depends on previous background in statistics and mathematics **Expected Class Size:** 15 **Enrollment Preferences:** limited to CDE students
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Anand Swamy

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, 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.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, one 10-page paper, a midterm, and a final exam **Prerequisites:** ECON 110; in addition, an empirical methods course (POEC 253, ECON 255, 502 or 503, or STAT 346) must be taken before or concurrently with this class; undergraduate enrollment limited and requires instructor's permission **Enrollment Limit:** 30 **Expected Class Size:** 25-30
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives PHLH Decision-Making by Institutions + Individuals POEC Comparative POEC/Public Policy Courses

Fall 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: Jon Bakija

ECON 505(F) Developing Country Macroeconomics
The macroeconomic structures of developing countries tend to be very different from those in high-income countries, and their macroeconomic policy environments also differ in important ways from those in rich countries. This course is intended to introduce students to a set of models that is particularly suitable for analyzing macroeconomic performance in developing countries, as well as to some analytical tools that help us understand why such countries have often experienced a variety of macroeconomic crises, including sovereign debt, currency, and banking crises.
Class Format: lecture **Requirements/Evaluation:** two hour tests and a comprehensive final exam **Prerequisites:** ECON 251 and 252; undergraduate enrollment limited and requires instructor's permission **Expected Class Size:** 25-30 **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Fall 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Peter Montiel

ECON 506(F) Fundamentals of Developing Country Macroeconomics
This is a practically oriented course in macroeconomic theory and policy. It begins with a review of core concepts and definitions. It then discusses the contributions of households and firms to aggregate production and spending. Next is an introduction to monetary and fiscal policy. It goes on to develop a complete macro model, which is then used to discuss some of the monetary, fiscal and exchange rate policy issues faced by developing and emerging market

economies. 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.
Class Format: lecture **Requirements/Evaluation:** two hour tests and a comprehensive final exam **Prerequisites:** none; enrollment limited to CDE students **Enrollment Limit:** none **Expected Class Size:** 10 **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Kenneth Kuttner

ECON 510(S) **Financial Development and Regulation** **Crosslistings:** ECON 510/ECON 352
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.
Class Format: lecture/discussion **Requirements/Evaluation:** midterm, participation in class discussion and debates, and a final research paper **Prerequisites:** for undergraduates, POEC 253 or ECON 255; undergraduate enrollment limited and requires instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 20-25 **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2016
LEC Section: 01 MW 11:00 12:15 Instructor: Gerard Caprio

ECON 511 **Institutions and Governance**
Over the last two decades economists have become increasingly aware of the importance of the "social infrastructure" at various levels of economic activity: capable and honest government officials must be available to formulate and implement policies, markets must be supported by suitable institutional frameworks, property rights must be secure, and contracts reliably enforced. Even the structure of the household, the smallest institution analyzed by economists, has been shown to have an important influence on economic development. This course will survey the growing literature on institutions and governance.
Class Format: lecture and discussion **Requirements/Evaluation:** evaluation will be based on several short assignments, and a longer final paper **Prerequisites:** at least one among POEC 253, ECON 255, 502, 503, or STAT 346; requires permission of instructor; students who have previously taken ECON 459 will not be enrolled **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016

ECON 513(S) **Empirical Methods in Macroeconomics (Q)** **Crosslistings:** ECON 513/ECON 356
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, sources of exchange rate volatility and determinants of long run economic growth. The course is also available to undergraduates with permission of the instructor. Undergraduates with strong math backgrounds may wish to enroll directly in Econ 471 in lieu of this course. However, those seeking a transition course may wish to enroll in this course prior to taking Econ 471.
Class Format: seminar **Requirements/Evaluation:** short empirical projects, midterm, term paper **Prerequisites:** ECON 252, ECON 255 or equivalent, and ECON 393 (ECON 360 may substitute for 393); not open to students who have taken ECON 471 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** senior Economics majors and CDE fellows
Distributional Requirements: Division 2 Quantitative/Formal Reasoning

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Peter Pedroni

ECON 514(S) **Tax Policy in Emerging Markets (Q)** **Crosslistings:** ECON 514/ECON 389
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 emerging markets (developing and transition economies), but in these nations taxation is especially challenging because of serious problems with tax evasion and administration. 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 and administrative problems 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; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.
Class Format: seminar **Requirements/Evaluation:** midterm exam, problem sets, two 7- to 10-page essays **Prerequisites:** one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** CDE students, but undergraduates with the prerequisites are welcome
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: POEC Comparative POEC/Public Policy Courses POEC International Political Economy Courses

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Jon Bakija

ECON 515(S) **Developing Country Macroeconomics II** **Crosslistings:** ECON 515/ECON 359
Developing countries do not find it difficult to initiate rapid growth, but do find it difficult to sustain it. Growth spurts are often derailed by macroeconomic shocks. As developing countries become increasingly open to trade and financial interactions with the rest of the world, such shocks may become more frequent, and potentially more severe. This course examines the types of macroeconomic institutions and policy regimes that can help developing countries withstand such shocks and sustain economic growth. We will examine central bank independence, the design of monetary and exchange rate regimes, capital account regimes, and various types of fiscal policy institutions and policy regimes, including fiscal rules.
Class Format: lecture **Requirements/Evaluation:** two midterms and a final project **Prerequisites:** ECON 505; undergraduate enrollment limited and requires instructor's permission **Expected Class Size:** 25-30 **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Spring 2016
SEM Section: 01 MWF 08:30 09:45 Instructor: Peter Montiel

ECON 516(S) **International Trade and Development** **Crosslistings:** ECON 516/ECON 366
This course will examine the causes and consequences of globalization and its implications for less-developed countries. We will study the classic models of international trade and discuss the empirical relevance of these theories. In addition, we will focus on other dimensions of globalization that are of particular importance to developing countries such as trade and education, emigration, brain drain, remittances, foreign direct investment, trade policies, infant industry protection, trade and growth, the resource course, and trade agreements.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, short essays, midterm, and final **Prerequisites:** ECON 251 and ECON 255 **Enrollment Preferences:** undergraduate enrollment limited and requires instructor's permission
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Will Olney

ECON 517 **Urbanization and Development** **Crosslistings:** ECON 388/ECON 517/ENVI 388
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?
Class Format: lecture/discussion **Requirements/Evaluation:** a midterm and a final exam, plus a paper that evaluates specific problems, policy alternatives, and provides some analysis of relevant data **Prerequisites:** ECON 251 plus POEC 253, ECON 255, 502 or 503; undergraduate enrollment limited and requires instructor's permission **Expected Class Size:** 20
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy GBST Urbanizing World Electives POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
LEC Instructor: Stephen Sheppard

ECON 518(S) **Environmental and Natural Resource Policy (Q)** **Crosslistings:** ECON 386/ENVI 386/ECON 518
Economic activity often damages the environment significantly, especially in developing countries. Firms may clear-cut valuable forests, while consumers may drive high-pollution vehicles with little thought for the environmental consequences. Economists have proposed a variety of policy remedies, from pollution taxes to tradable permit schemes and restrictions on the quantity of pollution. This course first examines the relative merits of these policies from a theoretical perspective. When pollution damage is uncertain, is it better to use a pollution tax or a quantity restriction? Is it worse to set a pollution tax too high than to set it too low? It then proceeds to the practical issues that attend policy implementation, particularly where state capacity is limited. What is the best policy when inspectors can be threatened or bribed? When resource extraction is hard to monitor? Case studies will likely include policies aimed at deforestation, mineral ownership and extraction, particulate air pollution from industry and transportation, and carbon emissions from electricity generation. In evaluating policies we will think about both efficiency and the distribution of costs and benefits. (What if environmental regulation only benefits the wealthiest people in a country?) We will also examine the environmental consequences of policies aimed at other problems, like poverty and low education.

Class Format: seminar Requirements/Evaluation: problem sets, paper, brief presentation, a midterm, and a final exam Prerequisites: ECON 251, familiarity with statistics Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: senior Economic majors and CDE fellows Dept. Notes: this course satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVI Environmental Policy ENVP PTL Theory/Method Courses ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Matthew Gibson

ECON 519 Population Economics Crosslistings: ECON 380/ECON 519
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.
Class Format: lecture/discussion Requirements/Evaluation: at least one exam, a research paper and a class presentation Prerequisites: ECON 251; POEC 253 or ECON 255 or permission of instructor Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: Economics majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PHLH Social Determinants of Health POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
LEC Instructor: Lucie Schmidt

ECON 520 Microfinance (D) (Q) Crosslistings: ECON 473/ECON 520
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.
Class Format: seminar Requirements/Evaluation: 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 Class Size: 19 Enrollment Preferences: senior Economics majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Quantitative/Formal Reasoning

Not Offered Academic Year 2016
SEM Instructor: Ashok Rai

ECON 521 Incentives and Development Policy Crosslistings: ECON 521/ECON 372
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. Note: this course was developed to address issues that arise in the countries represented at the CDE.
Class Format: seminar Requirements/Evaluation: two hour-long tests and a final policy project Prerequisites: undergraduate enrollment limited and requires instructor's permission Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: intended for CDE Fellows Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Ashok Rai

ECON 523(S) Program Evaluation for International Development (Q) Crosslistings: ECON 523/ECON 379
Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.
Class Format: seminar Requirements/Evaluation: problem sets, midterm exam and one 7- to 10-page essay Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503) Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Quantitative/Formal Reasoning

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Susan Godlonton

ECON 524(S) Political Economy and Economic Development Crosslistings: ECON 361/ECON 524
This course is intended as an introduction to the newly emerging field of political economy of institutions and development. Key questions of interest include how voters behave and how this affects policy and economic outcomes; the nature, evolution and economic implication of corruption, and how it can be controlled; and the economics of conflict. The goal of the course is both to provide students of a sense of the frontier research topics in political economy in developing countries and to introduce them to the methodologies used to investigate these topics.
Class Format: lecture/discussion Requirements/Evaluation: problem sets, quizzes, presentation, final exam Prerequisites: ECON 110 and 255 or permission of instructor Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: junior and senior majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2016
LEC Section: 01 M 07:00 09:40 Instructor: Jessica Leight

ECON 526 Computable General Equilibrium (CGE) Modeling Crosslistings: ECON 461/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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on problem sets, two midterms, final project and presentation Prerequisites: MATH 150 and ECON 251 Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: senior Economics majors and CDE fellows
Distributional Requirements: Division 2

Not Offered Academic Year 2016
LEC Instructor: Michael Rolleigh

ECON 531 Development Successes (W) Crosslistings: ECON 467/ECON 531
Although living standards in most of the worlds 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.
Class Format: tutorial Requirements/Evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students Prerequisites: ECON 204 or 501 Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: senior Economics majors Dept. Notes: need permission of the instructor for this class Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST Economic Development Studies Electives

Not Offered Academic Year 2016

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.
Class Format: tutorial Requirements/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 Class Size: 10 Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2016
TUT Section: T1 TBA Instructor: Michael 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 medium- to long-term 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 countries are addressing them.
Class Format: tutorial Requirements/Evaluation: 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 instructor for undergraduates Enrollment Limit: 10 Expected

Class Size: 10 **Enrollment Preferences:** CDE students and undergraduates with permission of the instructor **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2016
TUT Section: T1 TBA Instructor: Peter Heller

ECON 535T(S) International Financial Institutions
This tutorial will explore the role of official international financial institutions in the global economic and financial system, their relations with members, proposals for how they might be reformed, and issues that they face. The focus will be principally on the International Monetary Fund, and to a lesser extent the World Bank, the Bank for International Settlements and Financial Stability Board. Topics and readings will focus on such issues as: the roles and governance reform of the IMF and World Bank; lessons from their performance in international crises; initiatives of the Fund and Bank; the global adjustment process; financial system stability; governance reform; lending programs; the management of international reserves; and provision of advice to members. Participants will meet in pairs with the faculty member. Each week, one student will prepare a policy paper and submit the paper to the professor and to the other student in advance of the meeting. During the meeting, the student who has written the paper will present an argument, evidence, and conclusions. The other student will provide a critique of the paper based on concepts and evidence from the readings and his own research and experience. The professor will participate in the discussion after each participant has presented and ask questions that highlight or illustrate critical points.
Class Format: tutorial **Requirements/Evaluation:** each participant will write and present 5 or 6 policy papers and a like number of critiques **Prerequisites:** intended for CDE Fellows; undergraduate enrollment limited, and only with permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses

Spring 2016
TUT Section: T1 TBA Instructor: Edwin Truman

ECON 536T(S) Financial Crises: Causes and Cures (W) **Crosslistings:** ECON 390/ECON 536
Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.
Class Format: tutorial **Requirements/Evaluation:** 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: ECON 252 and 255 **Enrollment Limit:** 10 **Expected Class Size:** 10
Enrollment Preferences: Economics majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2016
TUT Section: T1 TBA Instructor: Gerard Caprio

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.
Class Format: research
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Gerard Caprio

ENGLISH (Div. I)

Chair, Professor JOHN K. LIMON

Professors: I. BELL**, R. BELL**, CASE, FIX**, KLEINER, KENT, MURPHY**, PYE***, RAAB**, ROSENHEIM, J. SHEPARD ***, D. L. SMITH***, SOKOLSKY, SWANN*, TIFFT. Associate Professors: MCWEENY, RHIE*, THORNE**. Assistant Professors: FISHER, KOLB, VASILIAUSKAS Visiting Assistant Professor: JOHNSTON. Senior Lecturers: BARRETT§, CLEGHORN, PETHICA§, K. SHEPARD. Lecturers: de GOOYER§, PARK§§,Margaret Bundy Scott Professor of English: BEST. Affiliated Faculty: Associate 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 intellectual 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. You can find general study away guidelines for English here.

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 classes of their senior year, 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 one electronic copy to the department Academic Assistant at pmalanga@williams.edu. Students should also give a final hard copy to their thesis advisor. Both the electronic copy and the hard copy are due 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 103(F) Ruined America (W)
The course will focus on contemporary dystopian novels about America. We will try to understand the heightened anxiety about apocalypse, and the ethical dilemmas imposed by prospect of our diminished state. We will also consider issues of class, environment, technology, divisions of race and gender, and the projections of anarchy and political oppression. Among the kinds of dystopias considered: counter-factual histories which present a dystopian past that we have fortuitously averted; works that portray the present as dystopian; and of course visions of a dystopian future, including visions of a post-apocalyptic world, and those that extrapolate broken societies out of an assessment of current evils. We will read works by Kurt Vonnegut, Cormac McCarthy, Margaret Atwood, Don DeLillio, Paul Auster, Chang-Rae Lee, Philip Roth, Jim Crace, Chuck Palahniuk, among others.
Class Format: seminar Requirements/Evaluation: two 5-page essays, one 10-page essay, short writing assignments Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive Other Attributes: AMST Arts in Context Electives

Fall 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Alan De Gooyer

ENGL 105(S) American Girlhoods (D) (W) Crosslistings: ENGL 105/WGSS 105/AMST 105
The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course. We will read works by such authors as Emily Dickinson, Louisa May Alcott, Harriet Jacobs, Henry James, Gwendolyn Brooks, Toni Morrison, and Monique Truong, as well as discuss such popular phenomena as Barbie and the American Girl Doll Company, Girl Scouts, and Riot Grrrls.
This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, especially in relation to class, gender, sexuality, race and ethnicity within a U.S. context.
Class Format: seminar Requirements/Evaluation: several short papers totaling at least 20 pages; active class participation; participation in other short writing assignments Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course; WGSS majors Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1
Exploring Diversity Writing Intensive Other Attributes:
AMST Arts in Context Electives

Spring 2016

SEM Section: 01 MWF 11:00 12:15 Instructor: Kathryn Kent

ENGL 106(F) "Making it New": The Modernist Experiment (W)
In her essay "Mr. Bennett and Mrs. Brown" (1924), Virginia Woolf proposed that around 1910 "human character" itself had suddenly changed, rendering existing conventions "in religion, conduct, politics, and literature" no longer adequate to express the new age. "And so the smashing and the crashing began. Thus it is that we hear all around us, in poems and novels . . . the sound of breaking and falling, crashing and destruction." This course will explore the effort of artists in the decade or so before and after World War I to "make it new." We will read work by Conrad, Yeats, Frost, Pound, Joyce, T.S.Eliot, Mansfield, Woolf, Faulkner, Wallace Stevens, William Carlos Williams and others, and chart the range of innovative narrative and formal strategies Modernist writers adopted in their efforts to represent consciousness, experience, memory and the objective world more fully and accurately in an era of massive social, political and technological change. We will also consider some non-print media, including developments in the visual arts from the post-impressionists through to the surrealists, the work of the Bahaus, and early experiments in film.
Class Format: seminar Requirements/Evaluation: three papers of 3 to 7+ pages and three 2 page papers; active participation Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: James Pethica

ENGL 107(S) Temptation (W) Crosslistings: ENGL 107/COMP 106
We want most those things we can't—or shouldn't—have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.
Class Format: seminar Requirements/Evaluation: four five-page papers, in-class presentation, thoughtful participation in discussions Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Writing Intensive

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Emily Vasiliauskas

ENGL 108(S) Everyday Stories (W)
We — human beings — consume stories every day, and we currently have a dazzling, even astonishing wealth of choices, every day. Most of these stories are Action Packed: this Thing blows up, this Heart throbs with passion, that Organization carries out some evil plot, this Person figures it out. We will examine the world of everyday storytelling across many mediums, from poetry to comic books to television, and across time, from the mid-19th century to the present.
Class Format: seminar Requirements/Evaluation: class participation, and 5-6 writing assignments amounting to 20 pages all told Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course Distributional Requirements: Division 1 Writing Intensive

Spring 2016
SEM Section: 01 MWF 12:00 12:50 Instructor: Peter Murphy

ENGL 110(F) American Love Stories (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, deliberately switching up the data set that constitutes "the American love story." By the end, after encountering more than a century's worth of imagined passions and attachments, you'll develop your own working theory of the love story as a genre. Some of the big questions we'll pursue are: How do these authors try to convey the nature of desire through their writing style? What makes an object of desire so desirable, and what forms does that desire take? How powerful a force is love supposed to be—-what is it imagined capable of doing, and what are its limits? The texts with which we'll construct some answers will likely include some familiar favorites (*The Scarlet Letter, The Great Gatsby*) as well as some lesser-known gems (Elizabeth Stoddard's T*he Morgesons*, Maria Ruiz de Burton's *Who Would Have Thought It?*), a smattering of poetry (including work by that great American lover, Walt Whitman), and recent film (like Spike Jonze's Her).
Class Format: seminar Requirements/Evaluation: 3 or 4 essays, totaling about 20 pages Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive

Fall 2015
SEM Section: 01 MW 08:30 09:45 Instructor: Ashley Barnes
SEM Section: 02 MR 02:35 03:50 Instructor: Ashley 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.
Class Format: discussion/seminar Requirements/Evaluation: active class participation and 20 pages of writing in the form of frequent short papers Prerequisites: none; no prior experience with poetry (or politics!) is expected Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Alison Case

ENGL 115(F) Rumble in the Jungle: Major Postcolonial Writers and Movements (D) (W) Crosslistings: ENGL 115/COMP 115
The antagonism between the West and the rest has been a defining feature of contemporary thought, especially during the struggles of the colonies to establish themselves as independent nations at the turn of the twentieth century. While armies and politicians were busy using the blunt tools of violence and political rabble-rousing to advance one side or another, many artists, writers, and theorists challenged the simplistic oppositions that made cultures out to be at odds with one another by giving voice to complex identities and histories. Our works will take us around the world, and stretch us across multiple histories of colonialism and its aftermaths. In addition to encountering a postcolonial serial killer, a pterodactyl in present-day India, and a famed boxing match sponsored by an African dictator, we will watch narrative and documentary cinema, look at visual art, and read poetry, fiction, essays, and philosophy, and consider how these media and genres work as forms of thoughtful resistance as well as creative expression. Key authors will include Frantz Fanon, Aimé Césaire, V.S. Naipaul, Albert Memmi, Edward Said, Salman Rushdie, and Mahasweta Devi. In asking students to think broadly and comparatively about discourses of otherness and their impact on artistic, philosophical, and other cultural production, this course will contribute to the college's Exploring Diversity Initiative.
Class Format: seminar Requirements/Evaluation: class participation, presentation, 20 pages of writing in the form of 4 short position papers, final research paper Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1
Exploring Diversity Writing Intensive Other Attributes: ASAM Related Courses

Fall 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Anjuli Raza Kolb

ENGL 116(F,S) The Ethics of Fiction (W)
Can made up stories actually be bad for you? (Plato seems to have thought so.) Conversely, can they do you any good, even transform your vision of what it means to be good? Can reading fiction, that is, shape your moral character? Or is literature really just entertainment, however sophisticated and intellectually challenging? In this course, we will explore questions like these about the ethics of fiction, questions that have inspired some 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.
Class Format: discussion/seminar Requirements/Evaluation: active class participation and five papers totaling 20 pages Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive

Fall 2015
SEM Section: 01 Cancelled
SEM Section: 02 Cancelled

Spring 2016
SEM Section: 01 Cancelled

ENGL 117(S) Introduction to Cultural Theory (W) Crosslistings: ENGL 117/COMP 117
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.
Class Format: discussion/seminar Requirements/Evaluation: five short papers totaling about 20 pages, class attendance and participation Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course Distributional Requirements: Division 1 Writing Intensive Other Attributes: AMST Critical and Cultural Theory Electives

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Christian Thorne

ENGL 120(F) The Nature of Narrative (W) Crosslistings: COMP 111/ENGL 120
This course focuses on the nature and function of narrative using a wide range of texts from different traditions and genres. We will analyze the ways in which some of the world's best

works of fiction, as well as other types of writing such as articles and blogs, make use of narrative to communicate their concerns, and we will accompany the readings with a few pertinent theoretical texts. The works of fiction may include stories from Antiquity, works by Cervantes, Austen, Gogol, Flaubert, Kafka, Zweig, and García Márquez. We will also read a selection of theoretical and critical texts. *All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.*
Class Format: seminar Requirements/Evaluation: meaningful class participation, two short papers, and a final paper of l0 pages, which will consist of a draft and a final version Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: students considering a major in Comparative Literature and who have studied a foreign language Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive

Fall 2015
SEM Section: 01 MWF 12:00 12:50 Instructor: Leyla Rouhi

ENGL 121(F) Precocity (W)
Precocity—knowing too much too early and without understanding the implications of what you know—is often the subject of literary texts, perhaps because it dramatizes the stakes of interpreting. Precocity can emerge in a character, as a narrative posture or in the very texture of the writing. It can produce highly charged dramatic situations, comic or ruinous; it can precipitate crises of character and of narrative; and it can transform the terms within which an historical moment is conceived. Readings will include juvenilia, novels and plays by Austen, the Brontes, James, Nabokov, Stoppard, and Kincaid; approximately half of the course will be devoted to reading a range of poems from the seventeenth century to the present.
Class Format: discussion/seminar Requirements/Evaluation: students will write five short papers totaling 20 pages Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Anita Sokolsky

ENGL 122(F) Modernism (W)
"Nothing changes from generation to generation except the thing seen and that makes a composition," Gertrude Stein writes in "Composition as Explanation," insisting that "each generation has something different at which they are all looking." This course paints an international and interdisciplinary picture of Modernism, a period that saw rapid urbanization, the entrenchment of commodity capitalism, and the barbarisms of war, as well as important revolutions in technology, philosophy, and art. We'll read several of the most influential writers of the period, examining modernist concerns with perceptual processes, speed and slowness, abstraction, and subjectivity alongside our investigations into the key social and political questions these texts explore. How did the artists we'll consider each "make it new," in Ezra Pound's phrase, and what do their innovations disclose about the formal, aesthetic, and experiential possibilities of literature?
In this course, we will read some of the key writers of Modernism, attentive to their aesthetic and thematic preoccupations and aversions, in order to provide a sketch of the many differences—historical, technological, and psychological—that characterize the period. Texts will likely include poems by Sterling Brown, T. S. Eliot, Langston Hughes, Gertrude Stein, Wallace Stevens and William Carlos Williams, as well as William Faulkner's *The Sound and the Fury*, James Joyce's *Dubliners*, Jean Toomer's *Cane*and Virginia Woolf's *To the Lighthouse*.
Class Format: seminar Requirements/Evaluation: weekly writing assignments and four papers totaling about 20 pages Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Jessica Fisher

ENGL 123(S) Borrowing and Stealing: Originality in Literature and Culture (W)
Someone once said that bad poets borrow and good poets steal, suggesting that acts of theft, as well as their subsequent cover-ups, might be behind some of the best and seemingly most original works of art in history. And it's not just the poets. More recently, an exhibition of artworks that employ copyrighted material, dubbed "illegal art," has challenged current U.S. copyright law. Given the ubiquity of visual, electronic, and audio sampling in contemporary art, one might wonder if anyone even bothers to come up with alibis for today's artistic thefts. This course is about artistic and intellectual influence, inspiration, borrowing, revision, appropriation, sampling and outright stealing. Rooting our inquiry in literary texts, we'll ask a series of questions as we look at a variety of material that troubles ideas about novel and derivative art. Where does inspiration stop and plagiarism begin? Does originality have a history? What happens to the image of the artist as a figure of solitary genius in works that make ample use of others' material, and where did that figure come from anyway? We'll read theories of authorship, literary manifestos on behalf of unoriginality, novels about the pleasures and burdens of influence, recent re-workings of older literary texts, as well as a load of aggressively unoriginal works of literature—-what we might call uncreative writing—-while doing some uncreative writing of our own. Finally, we'll consider the effect of media technology on art, as well as think through new considerations of copyright and intellectual property to gain some sense of originality's shifting status under the law. Authors / Artists include: Wordsworth, Borges, Roland Barthes, Nabokov, Oscar Wilde, Andy Warhol, David Markson, Kenneth Goldsmith, various Hip Hop artists, & Sol Lewitt.
Class Format: seminar Requirements/Evaluation: 5 papers totaling at least 20 pages, frequent short essays, regular and sustained contributions to class discussion Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course Distributional Requirements: Division 1 Writing Intensive

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Gage McWeeny

ENGL 125(F) Theater and Politics (W)
This seminar traces the surprisingly close and controversial relationship between theater and politics from ancient Greek tragedy to modern literature, contemporary film and philosophy. When Plato kicked off political philosophy by outlining his ideal city-state, one of his first moves was to ban theatrical performance on the grounds that play-acting would make men poor governors of themselves. In more recent times, however, the work of artists and playwrights as diverse as Bertolt Brecht and Antonin Artaud have provocatively suggested that theater itself could remedy the ills that Plato thought it caused. In today's age of global spectatorship, writers, artists, and activists continue to ask: who are the real actors and spectators of today's digital world-stage, when governments and other powerful institutions have increasingly sophisticated tools for gathering information about and controlling the on-looking masses, but revolutions are nevertheless organized via social media or triggered by cell phone images? May include works by Euripides, Melville, Woolf, Warhol, and Michael Haneke.
Class Format: seminar Requirements/Evaluation: 3 papers and a portfolio of interpretive questions, totaling 20 pages of written work Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive

Fall 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Walter Johnston

ENGL 143(S) Imitation and Parodies (W)
What we tend to do in English classes is read stories or novels or poems, discuss them, and write essays about them. But critical essays are only one form of response and in this class we will attempt other forms.To imitate something is by itself a complicated type of analysis, because it presupposes an understanding of a text's content, structure, and style. And to parody something—that is, to mock it through exaggeration, adds another level of interpretation.
We will be looking at a range of high-culture and low-culture texts, starting with children's poetry—Hilaire Belloc, Slovenly Peter, Dr. Seuss—and then moving up through fiction and non-fiction: philosophic and political treatises, and stories by popular writers—HP Lovecraft, Stephanie Meyer. At a certain point, especially for the final projects, I hope you will expand into dance, theater, and musical performances.
Class Format: discussion/seminar Requirements/Evaluation: numerous small and longer assignments, perhaps thirty pages total Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Writing Intensive

Spring 2016
SEM Section: 01 MWF 08:30 09:45 Instructor: Paul Park

ENGL 150(F,S) Expository Writing (W)
Writing clearly is the most important skill you can learn in college. Do you suffer from writer's block? Do you receive consistent criticism of your writing without also learning strategies for how to improve? This course is for students who want to learn how to write a well-argued, intelligible essay based on close, critical analysis of texts. We will derive our method for mastering the complex art of writing from Atul Gawande's bestselling book, *The Checklist Manifesto*. In addition to sharpening your skills in reading, note-taking and literary analysis, this class will give you tools for generating drafts, peer editing, revising, and polishing your writing. The majority of the readings for this course will be literary essays, mostly contemporary, mostly American. (This course and English 154 focus more directly on basic expository writing skills than the other 100-level classes in the English department.)
Class Format: seminar Requirements/Evaluation: five essays totaling at least 20 pages, including drafts and revisions; class participation; peer-editing Prerequisites: none Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: priority is given to first-year students, but all students who need help with their writing are eligible; email instructor for permission to enroll Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Cassandra Cleghorn

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Cassandra 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, Nam Le, ZZ Packer, among others. This course and English 150 will focus more directly on basic expository writing skills than the other 100-level classes.
Class Format: seminar Requirements/Evaluation: several short essays totaling at least 20 pages, with drafts and revisions, in-class presentations, written comments on published and student work, active participation in discussions Prerequisites: none Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: first-year students with evidenced need for writing instruction Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive Other Attributes: AMST Arts in Context Electives

Fall 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Karen Shepard

200-LEVEL COURSES

ENGL 201(S) Shakespeare, Sex, and Power Crosslistings: ENGL 201/WGSS 206
Writing at a time of enormous social, religious, and political upheaval, Shakespeare is remarkably astute about the power of sex and the allure of power. To what extent or in what ways do his all-male cast, cross-dressed heroines, and sonnets to a young man and a dark lady embody or contest social norms, gender roles, and the power structure? Looking closely at Shakespeare's language and literary and dramatic forms, this course will examine some of his most erotic and powerful works: *Romeo and Juliet, As You Like It, Much Ado about Nothing, Sonnets, Hamlet, Othello*, and *Antony and Cleopatra*. We will also watch scenes from recent films to explore differences between theater and cinema, early modern and contemporary views of gender and sexuality, popular culture and high art.
Class Format: seminar Requirements/Evaluation: two 5-page papers and a final exam Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: English and WGSS majors and potential majors

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Literary Histories A

Spring 2016
SEM Section: 01 MWF 11:00 12:15 Instructor: Ilona Bell

ENGL 202(F) Modern Drama **Crosslistings:** THEA 229/ENGL 202/COMP 202
An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *Three Sisters*; Shaw, *Heartbreak House*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Beckett, *Waiting for Godot*; Miller, *Death of a Salesman*; Pinter, *The Homecoming*; Churchill, *Cloud Nine*; and Stoppard, *Arcadia*.
Class Format: lecture **Requirements/Evaluation:** two 5-page papers, regular journal entries or postings, and active participation in class discussions **Prerequisites:** none **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** English and Theatre majors and students who have taken an English or Theatre course
Dept. Notes: satisfies the THEA 248 requirement for Theatre major **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Literary Histories C

Fall 2015
SEM Section: 01 Cancelled

ENGL 203(S) Cinematography in the Digital Age (D) **Crosslistings:** ENGL 203/CSCI 205/ARTH 205
In this course we study the language of modern cinema as shaped by two forces. The first is the aesthetics of cinematography, as contributed by many cultures. The second is digital film production, which has proved both empowering and constraining. The modern filmmaker succeeds only through understanding both forces.
The structure of the course is similar to a writing workshop. We begin with close reading of isolated scenes from influential films, which we compare and critique in writing and discussion. We augment this with cinematic and image processing theory, solidified through experiments in Photoshop and Premiere that reveal how digital technology shapes a director's choices. We then create our own short scenes using these tools and consumer video recorders. We refine our film fragments in the context of group critique.
Topics covered include: framing and composition, pace, storyboarding, blocking, lighting, transitions, perspective, sensors, quantization, compression, visual effects, Internet streaming, and color spaces. Studied films include those by Georges Méliès, Stanley Kubrick, Joris Ivens, Barbara Kopple, Martin Scorsese, Sarah Polley, Orson Welles, David Lynch, Fritz Lang, Michael Haneke, Hayao Miyazaki, Spike Lee, Sophia Coppola, and Ken Burns. This course explores diversity through comparative study of how different cultures variously render similar themes, and through a larger investigation of film's ability to make audiences identify with potentially alien points of view.
Class Format: studio **Requirements/Evaluation:** video production activity, computational exercises in Photoshop, script and storyboarding exercises, participation in discussions, and essays **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:** 36 **Expected Class Size:** 30 **Enrollment Preferences:** sophomores; Computer Science and English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL or ARTH; meets Division 3 requirement if registration is under CSCI **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1
Exploring Diversity

Spring 2016
STU Section: 01 TR 09:55 11:10 Instructors: Shawn Rosenheim, Morgan McGuire

ENGL 204(F) Hollywood Cinema **Crosslistings:** ENGL 204/COMP 221
For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres—including action films, horror films, science fiction and fantasy, thrillers and romantic comedies—and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including *Psycho*;*The Godfather*; *The Matrix*; *Schindler's List*; *The Lord of the Rings: The Return of the King*;*Bridesmaids*; and *12 Years a Slave*.
In addition to the assigned reading, students will be required to attend free screenings of course films on Sunday evenings at Images Cinema.
Class Format: lecture **Requirements/Evaluation:** mandatory attendance at free Sunday 8pm film screenings at Images, one 5-page paper, a midterm, and a final exam **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to students who have taken English 203 **Enrollment Limit:** 135 **Expected Class Size:** 100 **Enrollment Preferences:** sophomores; English majors; first year students **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 **Other Attributes:** AMST Arts in Context Electives ENGL Literary Histories C

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructors: John Kleiner, Shawn Rosenheim, James Shepard

ENGL 205(S) The Art of Poetry
"If I feel physically as if the top of my head were taken off," Emily Dickinson wrote," I know that is poetry." This course will explore the particular pleasures and excitements of poetry, taking up a wide range of poets—John Donne, Robert Frost, Elizabeth Bishop, Robert Hayden, William Butler Yeats, Mary Oliver, Stephen Dunn, Louise Gluck, Richard Wilbur, and many others. We will raise such questions as, How is poetry different from prose? Can we ever determine the "true" meaning of any poem? Can we reasonably argue that some poems are good and some are bad? How is our reading of a poem affected by what we know about the author, or the historical moment when the poem was composed, or the shape of the book in which it first appeared? How, finally, does a poem mean?
Class Format: seminar **Requirements/Evaluation:** two papers (5-8 pages appx), and 6 short pieces of critical writing equals two thirds of final grade; several creative exercises and class participation equals one third **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** first-year students who have placed out of a 100-level ENGL course **Distributional Requirements:** Division 1

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Lawrence Raab

ENGL 211(S) English Literature from 1000 to1600
One of the oldest surviving works in English, *Beowulf* tells the story of a monster and his mom. In this class we will read key texts from the medieval and early modern periods, starting with *Beowulf* and ending with Shakespeare's equally bloody *Titus Andronicus*. Other readings will include selections from *The Canterbury Tales, Sir Gawain and the Green Knight*, sonnets by Sidney and Donne, and Marlowe's *The Jew of Malta*. We will discuss the conflicting, often self-contradictory claims that writers in these periods made for the importance of literature and the anxieties that these new types of fiction generate — about sex, about God, about money. We will ask what it meant to read — and misread — before books were commonplace.
Class Format: seminar **Requirements/Evaluation:** two papers (5-7 pages), midterm, final **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** English majors **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Literary Histories A

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: John Kleiner

ENGL 213(S) Making Radio
This course has two aims. The first is to teach the necessary skills (including interview technique, field recording, editing, and scoring) to make broadcast-worthy audio nonfiction. The second is to use this process to investigate fundamental aspects of narrative. How does a story build a contract with listeners? What's the role of the narrator? How can one appropriately speak for (and sometimes against) another person? This is not a course in journalism, but rather an experiment in documentary cinema for the ear. We'll do some reading in radio history and technique, and will listen to exemplary works (including episodes of *This American Life*, *RadioLab*, *Love & Radio*, and *Serial*), but most of our time—and this is a time-consuming course—will be spent making and critiquing each other's pieces. Students will produce five or six pieces total, at least two of which must develop out of interviews with strangers.
Class Format: seminar **Requirements/Evaluation:** five short audio pieces; attendance and active participation **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores; English majors; students with radio or studio art training **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Shawn Rosenheim

ENGL 214 Playwriting (W) **Crosslistings:** THEA 214/ENGL 214
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 and respond to each other's work on a weekly basis, and to present their own work regularly. At the end of the term, we will share our collaborative work with the community as part of an open studio experience.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on attendance, completion of all class assignments, and class participation **Prerequisites:** none **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Theatre and English majors **Distributional Requirements:** Division 1 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Mona Mansour

ENGL 215 Race(ing) Sports: Issues, Themes and Representations of Black Athletes **Crosslistings:** AFR 217/AMST 217/SOC 217/ENGL 215
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, short weekly reading and/or listening assignments, one 5-page paper, final group project **Prerequisites:** none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or SOC **Distributional Requirements:** Division 2 **Other Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
LEC Instructor: Rashida Braggs

ENGL 216(S) Introduction to the Novel
A team-taught lecture course on the development of the novel as a literary form. Texts will include: Henry Fielding's *Tom Jones*; Jane Austen's *Emma*; Charles Dickens' *Great Expectations*;James Joyce's *A Portrait of the Artist as a Young Man; William Faulkner's The Sound and the Fury*; Vladimir Nabokov's *Lolita*; and Toni Morrison's *Song of Solomon*. Occasional sessions will be scheduled during the term for informal discussions and questions.
Class Format: lecture **Requirements/Evaluation:** midterm and final exams, one critical essay, and one quiz **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP

English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 100 **Expected Class Size:** 90 **Enrollment Preferences:** students who have pre-registered for the course; thereafter, seniors, then juniors, sophomores, and first-years **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Literary Histories C

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructors: Stephen Fix, Robert Bell

ENGL 217 Experimental Asian American Writing **Crosslistings:** AMST 215/ENGL 217/COMP 215
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, Theresa H., Cha, John Yau, Mei-mei Berssenbrugge, Tan Lin, Prageeta Sharma, Bhanu Kapil, and Tao Lin.
Class Format: seminar **Requirements/Evaluation:** papers (6-8 pp. and 10-12 pp.) plus in-class presentation, brief response papers, and class participation **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** if the course is over-enrolled, preference will be given to American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL **Distributional Requirements:** Division 2 **Other Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses

Not Offered Academic Year 2016
SEM Instructor: Dorothy Wang

ENGL 223(F) Thirteen Ways of Looking at Jazz (D) (W) **Crosslistings:** AFR 156/COMP 156/AMST 156/ENGL 223
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 and revise short close analyses of multiple types of media, ultimately honing their writing skills on one form of media for a polished, original analysis that weds their increased critical thinking skills. 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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based upon class participation, 1 quiz, several 2-page response essays, one 3-page essay, one 5-page essay, one oral presentation/performance with 3-page critical report, totaling approximately 20 pages of written work **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** none
Distribution Notes: meets Division 2 requirement if registration is under AFR and AMST; meets Division 1 requirement if registration is under COMP or ENGL **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1
Exploring Diversity Writing Intensive **Other Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Rashida Braggs

ENGL 224T(S) American Drama: Hidden Knowledge (W) **Crosslistings:** THEA 275/COMP 275/ENGL 224/AMST 275
The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machievelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Edward Albee, Suzan-Lori Parks, Sarah Ruhl, Sam Shepard, Eugene O'Neill, Arthur Miller, David Mamet, Amy Herzog, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.
Class Format: tutorial **Requirements/Evaluation:** weekly papers/response papers; weekly meeting with instructor and tutorial partner **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Theatre majors, English majors
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under AMST **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 Writing Intensive **Other Attributes:** AMST Arts in Context Electives

Spring 2016
TUT Section: T1 TBA Instructor: Robert Baker-White

ENGL 231(F,S) Literature of the Sea (W) **Crosslistings:** MAST 231/ENGL 231
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.
Class Format: small group tutorials with weekly lectures, including coastal and near-shore field trips, and 10 days at sea **Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final paper **Extra Info:** offered only at Mystic Seaport **Distributional Requirements:** Division 1 Writing Intensive **Other Attributes:** AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives

Fall 2015
LEC Section: 01 TBA Instructor: Richard King

Spring 2016
LEC Section: 01 TBA Instructor: Richard King

ENGL 232(F,S) 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* and James Woods's *How Fiction Works*, we'll read work by James Baldwin, Deborah Eisenberg, Mavis Gallant, Alice Munro, David Foster Wallace, and others.
Class Format: seminar **Requirements/Evaluation:** 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 ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** students interested in writing fiction **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 Writing Intensive

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Andrea Barrett

Spring 2016
SEM Section: 01 Cancelled

ENGL 234(S) The Modern Theatre: Plays and Performance **Crosslistings:** THEA 248/COMP 248/ENGL 234
This seminar will examine major trends in global theatre and performance from the turn of the nineteenth century through the postwar period. We will explore a variety of national traditions, comparing and positioning works in the context of revolutionary transformations of theatre practice. Artists to be considered may include: Strindberg, Ibsen, Wilde, Chekhov, Shaw, Pirandello, Treadwell, Artaud, O'Neill, Hughes, Stein, Williams, Hansberry, Al-Hakim, Brecht, Beckett, Abe, Genet, Soyinka, Pinter, Albee, Wilson, Gambaro, and Fornes. Although emphasis will be given to textual analysis and close reading, we will also consider trends in acting, directing, design, theatre architecture and the actor/audience relationship whenever possible.
Class Format: seminar **Requirements/Evaluation:** two five-page papers; two "deep-reading" responses; active participation in class discussion; attendance at selected Theatre Department and Center Series productions **Prerequisites:** none **Enrollment Limit:** 18 **Expected Class Size:** 10 **Enrollment Preferences:** Theatre, English and Comparative Literature majors **Distributional Requirements:** Division 1

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Amy Holzapfel

ENGL 241(S) Introduction to Comparative Literature **Crosslistings:** COMP 110/ENGL 241
Comparative literature involves reading and analyzing literature drawn from different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including romanticism, realism, and postmodernism; national traditions arising in Western and Eastern Europe, Asia, and Latin America; and media including prose fiction, graphic memoir, 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 selections of literary theory that define literature and its goal in abstract or philosophical terms. Assignments will focus on close, creative reading of relatively short texts by authors like Homer, Sei Shônagon, Kleist, Tolstoy, Zola, Borges, Wilde, Mamet, Bechdel, and others. *All readings will be in English.*
Class Format: lecture **Requirements/Evaluation:** attendance, participation, two 5-page papers, a few short responses, final exam **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 35 **Enrollment Preferences:** students considering a major in Comparative Literature **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Christopher Bolton

ENGL 245 "Queering the Color Line": Queer Black and Latina/o Literature (D)
Crosslistings: LATS 245/COMP 249/WGSS 247/AFR 245/ENGL 245
This class takes part of its title from Siobhan Somerville's critical study published in 2000, and takes its cues, as Somerville has, from W.E.B Dubois's statement in *The Souls of Black Folk* that "the problem in the Twentieth Century is the problem of the color line." Thus, in this course, we will ask: How have Black and Latina/o critics and writers developed, critiqued, and re-imagined queer literature and queer studies to address the complexities of racialization, as well as gender, sexuality, class, disability, and citizenship? This question, and our examination of the politics of self-identification and confessionary forms, will guide our discussions throughout the course. Texts may include works by James Baldwin, Rigoberto Gonzalez, Jackie Kay, Cherrie Moraga, Cristy Road, and Tatiana de la Tierra, in addition to selections from the anthologies *Black Queer Studies*, *Gay Latino Studies: A Critical Reader*, *This Bridge We Call Home: Radical Visions for Transformation*, and others that will be available in a course reader.
Class Format: seminar **Requirements/Evaluation:** students will be evaluated based on participation, short essays, and a final group presentation on the queering of contemporary pop culture **Prerequisites:** none **Enrollment Limit:** 18 **Expected Class Size:** 16 **Enrollment Preferences:** Latina/o Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under LATS, AFR or WGSS **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:**

Division 2
Exploring Diversity **Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Alma Granado

ENGL 246(S) The Love of Literature
If love "makes the world go 'round," then literature, love's chronicler, may contain the key for understanding this world-formative passion. In this seminar, we will explore representations of love in works of poetry, drama, and prose fiction from antiquity to the present. From the philosophical love extolled in Plato's dramatic dialogue *The Symposium* to the courtly love of Chrétien de Troyes' errant knights; the jealous love of Shakespeare's *Othello* to the literarily induced lust of Flaubert's *Madame Bovary* and beyond, we will see how love, like literature, at once reflects and produces historically significant changes in the ways that human beings relate to one another, to themselves, and to the world in which they live. In addition to the authors already mentioned, readings may include works by Augustine, Dante, Goethe, Wordsworth, Woolf, and Mann.
Class Format: seminar **Requirements/Evaluation:** evaluation based on three papers of 4, 6, and 8 pages; weekly posts and general participation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** those interested in majoring in English **Distributional Requirements:** Division 1

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Walter Johnston

ENGL 250(F) Americans Abroad (D) (W) **Crosslistings:** COMP 242/ENGL 250/AMST 242
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. *All readings will be in English.* This comparative course fulfills the EDI requirement because it is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts.
Class Format: seminar **Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences **Prerequisites:** any literature course at Williams or permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** students interested in, or returning from, study abroad; and/or students studying abroad at Williams
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1
Exploring Diversity Writing Intensive **Other Attributes:** AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Soledad Fox

ENGL 251(F) Introduction to Latina/o Literatures (D) **Crosslistings:** LATS 208/AMST 207/COMP 211/ENGL 251
This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. Readings include works by Tómas Rivera, Cristina García, Cristy C. Road, Oscar Zeta Acosta, Junot Díaz, Alisa Valdes-Rodriguez, and more. This course fulfills the Exploring Diversity Initiative requirements as it offers students a comparative study of cultures and societies by examining the U.S. racial project of constructing a Latina/o people out of various peoples. Additional attention is given, under the rubric of power and privilege, to the specific economic and political institutions that structure Latina/o cultural production.
Class Format: lecture **Requirements/Evaluation:** students will be evaluated based on weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** Latina/o Studies concentrators, American Studies and Comparative Literature majors
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST or LATS **Distributional Requirements:** Division 2 Exploring Diversity **Other Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Alma Granado

ENGL 253T Gender, Sexuality and the Modern Stage (D) (W) **Crosslistings:** THEA 250/ENGL 253/WGSS 250/COMP 247
This interdisciplinary tutorial explores aspects of gender sexuality, performativity, and representations of the body in modern theatre and art. Close analysis of plays by dramatists—such as Sophie Treadwell, Lillian Hellman, Caryl Churchill, Milcha Sanchez-Scott, Ntozake Shange, Tony Kushner, Tim Miller, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, Tarell McCraney, and Sarah Kane—will occur alongside consideration of works by both artists and celebrities, such as Cindy Sherman, Karen Finley and Lady Gaga. Our approach to this varied material will be comparative and will be enriched by readings of select work by contemporary theorists, such as Judith Butler, bell hooks, Cherríe Moraga, Eve K. Sedgwick, and Donna Haraway. 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.
Class Format: tutorial **Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Theatre, English or Women's, Gender and Sexuality Studies
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS **Extra Info:** emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response
may not be taken on a pass/fail basis **Distributional Requirements:** Division 1
Exploring Diversity Writing Intensive **Other Attributes:** PERF Interdepartmental Electives WGSS Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Amy Holzapfel

ENGL 259(F) Ethics of Jewish American Fiction (W) **Crosslistings:** REL 259/ENGL 259/JWST 259
After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?
Class Format: seminar **Requirements/Evaluation:** class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 18 **Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and English majors
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement is registration is under ENGL **Extra Info:** not available for the fifth course option **Distributional Requirements:**
Division 2 Writing Intensive **Other Attributes:** JWST Core Electives

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Jeffrey Israel

ENGL 260(S) Beyond Tonto: American Indians in Film (D) **Crosslistings:** AMST 257/HIST 357/ARTH 260/ENGL 260/COMP 273
In 1893, Thomas Edison unveiled the kinetoscope and allowed audience members to glimpse the Hopi Snake Dance by peeking into the device's viewing window. Since the birth of the motion picture, films portraying Native Americans (often with non-Native actors in redface) have drawn upon earlier frontier mythology, art, literature, and Wild West performances. These depictions in film have embedded romanticized and stereotyped ideas about American Indians in the imaginations of audiences throughout the United States and around the world. In this course, we will critically examine representations of American Indians in film, ranging from the origins of the motion picture industry to the works of contemporary Native filmmakers who challenge earlier paradigms. We will reflect upon revisionist narratives, the use of film as a form of activism, Indigenous aesthetics and storytelling techniques, reflexivity, and parody. Throughout the semester, we will view and discuss ethnographic, documentary, and narrative films. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will examine power relations, cross-cultural interaction, and Indigenous social experiences.
Class Format: seminar **Requirements/Evaluation:** attend evening film screenings each week; two short papers; and a 10-page final **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST or HIST; meets Division 1 requirement if registration is under ENGL, ARTH, or COMP **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 2 Exploring Diversity **Other Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Doug Kiel

ENGL 261T(S) Adultery in the Nineteenth-Century Novel (W) **Crosslistings:** COMP 259/ENGL 261/WGSS 259
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*.
Class Format: tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session **Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students who have already taken at least one course devoted to literature at Williams
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 Writing Intensive **Other Attributes:** ENGL Literary Histories B

Spring 2016
TUT Section: T1 Cancelled

ENGL 266T(F) Postmodernism (W) Crosslistings: COMP 231/ENGL 266
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 Murakami Haruki's euphoric conspiracy novels. 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 around the world, 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. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, 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 closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.
Class Format: tutorial; after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week Requirements/Evaluation: 5 papers (4-5 pages each) and 5 responses (1 page each) in alternate weeks Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive Other Attributes: ENGL Criticism Courses

Fall 2015
TUT Section: T1 TBA Instructor: Christopher Bolton

ENGL 284 Arab and Anglophone: Narratives Beyond Nation and Diaspora Crosslistings: ARAB 256/COMP 256/ENGL 284
This course takes a close look at contemporary Anglophone Arab writings. The objective is to familiarize students with major Arab writers, and/or writers of Arab descent who live in the Anglo-Saxon diaspora, especially the UK, North America and Australia. We will investigate the work of these writers with special attention to the history of Arab migration to these geographies, and the emergence of hyphenated Arab identities and literatures. At the heart of this course is a desire to not only shed light on what it means to be an Arab or an immigrant producing English literature, but also to understand the multiple ways in which we conceptualize and seek to define what transnational literature means. Texts for this course may include novels by the following writers: Rabih Alameddine (Lebanon/USA), Mohja Kahf (Syria/USA), Leila Aboulela (Sudan/UK), Hisham Matar (Libya/UK), and Randa Abdel-Fattah (Palestine-Egypt/Australia). There will also be a course reader that includes critical essays, poems, as well as a number of films and selections of music that shed light on the different articulations of being Arab and Anglophone.
Class Format: seminar Requirements/Evaluation: active class participation, 4 short response assignments (2-3 pages), and final paper (5-7 pages) Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15 Enrollment Preferences: majors or prospective majors in Comparative Literature or Arabic Studies Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Other Attributes: ARAB Arabic Studies Electives GBST Borders, Exiles + Diaspora Studies Electives GBST Middle Eastern Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Amal Eqeiq

ENGL 286(S) Writing About Science and Nature (W) Crosslistings: ENVI 285/ENGL 286
Over the last few decades, the nature of nature has changed and so, necessarily, has nature writing. In this course we will read essays and articles by some of the most innovative science and nature writers working today. Students will also produce their own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a long final project.
Class Format: seminar Requirements/Evaluation: short writing exercises and a long final project Prerequisites: ENVI 101 or 102 Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: Environmental Studies majors and concentrators Distributional Requirements: Division 1 Writing Intensive Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Elizabeth Kolbert

ENGL 287 Bloody Vampires: From Fiction to Film and Fashion (W) Crosslistings: COMP 246/ENGL 287
This course explores the figure of the vampire and seeks to explain the popular appeal such a fictive creature has been enjoying for over two centuries. What kind of fears and fantasies does it crystallize? And what kind of discourse about sexuality, death, and disease does it validate? What does its mere existence reveal about gender and ethnicity?
We will examine the emergence of the vampire in gothic literature of the late 18th and 19th centuries, its omnipresence in cinema in the 20th century and investigate its resurgence in 21st-century pop culture. In order to gain a deeper understanding of the figure of the vampire, we will read poems by August Bürger and Goethe, the first vampire story by John Polidori, novels by Sheridan LeFanu and Bram Stoker, and contemporary vampire fiction by Anne Rice and Stephenie Meyer. We will watch the films *Nosferatu* by Murnau and Herzog, *Dracula* by Browning and Coppola, the *Dance of Vampires* by Polanski, *The Hunger* by Scott, *Blade* by Norrington, *Twilight* by Hardwicke, and *Daybreakers* by Spierig, as well as episodes of the TV series *Buffy the Vampire Slayer*, *True Blood*, and *The Vampire Diaries*. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.
Class Format: seminar Requirements/Evaluation: three 5-page papers and a 10- to 12-page final rewrite Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: students majoring or considering a major in language or literature Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Christophe Kone

200-LEVEL 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 206(S) We Aren't the World: Global Anglophone Literature in the 20th Century (D) (W)
An eighteenth-century diplomat once referred to the British colonies as a "vast empire on which the sun never set," and at the time, he was right: the British controlled an enormous portion of the globe for nearly three centuries, from the Caribbean to South Asia, from Oceania to Africa. One outcome of this vast empire was the creation of a rich and diverse literary tradition in the English language—now called Anglophone literature—from far-flung places around the globe. This course will introduce students to select works of global Anglophone literature in the twentieth century, and consider the ways in which writers from around the world have used a variety of literary forms, such as the bildungsroman, national allegory, and testimony, to participate in and reshape conversations about culture, globalization, aesthetics, and politics. Readings will include novels, poetry, short stories, and film by writers including Joyce, Kincaid, Achebe, Rushdie, Conrad, Coetzee, and Roy, among others. The course will expose students to a variety of global English idioms, as well as literary traditions from, or in conversation with, non-Western countries, and will participate in the College's Exploring Diversity Initiative.
Class Format: seminar Requirements/Evaluation: class participation and three papers totaling 20 pages Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: sophomores who are considering the English major and English majors who have not yet taken a Gateway Course Distributional Requirements: Division 1
Exploring Diversity Writing Intensive Other Attributes: ASAM Related Courses ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2016
SEM Section: 01 TR 08:30 09:45 Instructor: Anjuli Raza Kolb

ENGL 208(F,S) Shakespearean Comedy (W) Crosslistings: ENGL 208/THEA 208
Among Shakespeare's most beloved, delightful, and fascinating plays are four comedies: *A Midsummer Night's Dream, As You Like It, Twelfth Night*, and *Much Ado About Nothing*. This seminar examines the language, theatricality, characterization, and comic elements through close scrutiny and discussion. We'll also consider Falstaff, in *Henry the Fourth*, as a comic hero. Students will present brief seminar reports, memorize a few brief passages, and write four 5-page essays, to be discussed with the instructor individually and revised. The essays and discussions will test various theories of comedy and concentrate on Shakespearean language. This is a Gateway course for English majors and possible majors. It is writing intensive.
Class Format: seminar Requirements/Evaluation: four 5-page papers, brief seminar reports Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: lottery Distributional Requirements: Division 1 Writing Intensive Other Attributes: ENGL 200-level Gateway Courses

Fall 2015
SEM Section: 01 Cancelled

Spring 2016
SEM Section: 01 MWF 09:00 09:50 Instructor: Robert Bell

ENGL 220(F) Introduction to African American Literature (W) Crosslistings: ENGL 220/AMST 220/AFR 220
What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness.
Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.
Class Format: seminar Requirements/Evaluation: writing assignments for the course will total 20 pages, distributed over 4 papers Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: English majors and Africana Studies concentrators
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora ENGL 200-level Gateway Courses ENGL Literary Histories C

Fall 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: David Smith

ENGL 228(F) The Renaissance in England and the European Continent: Self and World (D) (W) Crosslistings: ENGL 228/COMP 230
At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity) they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt. The course will contribute to the

College's Exploring Diversity Initiative by examining the role of historical and cultural difference within and beyond Europe at the very beginning of globalization.
Class Format: seminar **Requirements/Evaluation:** five four-page papers, in-class presentation, thoughtful participation in discussions **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first- and second-year students and English majors who have yet to take a Gateway course **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1
Exploring Diversity Writing Intensive **Other Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories A

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Emily Vasiliauskas

ENGL 230(F) Introduction to Literary Theory (W) **Crosslistings:** ENGL 230/COMP 240
This course introduces students to some of the most significant and compelling trends in modern criticism—such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism—in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can *Othello* be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.
Class Format: seminar **Requirements/Evaluation:** frequent short papers totaling 20 pages **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students, sophomores, English majors who have yet to take a Gateway, and potential Comparative Literature majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 Writing Intensive **Other Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL 200-level Gateway Courses

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Christopher Pye

ENGL 239(S) Imagining Immigrants (D) (W)
The goal of this writing-intensive gateway course is to advance our abilities as rigorous, subtle, and imaginative interpreters of literature and to become sensitive readers of the conflicts, anxieties, and vulnerabilities faced by today's immigrants. Moving physically from one culture to another but remaining imaginatively torn between their adopted country and their country of origin, feeling at times like a stranger to both, immigrants face questions that concern us all in our increasingly global society, questions of identity, liminality, alienation, empathy, and language. Bombarded by a language that is not their own, immigrants are constantly thinking about what words mean both literally and symbolically. Why this word rather than another? How do humor and irony work in a foreign culture? How do writers reconcile the pressures of the present moment with the stream of memories from the old country? How is one person's point of view, or one society's point of view, different from another's? How can images and metaphors convey the experience of constantly seeing an object, or an entire world, in terms of another?
Class Format: seminar **Requirements/Evaluation:** active participation in discussion, four 5-page papers and journal entries **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores and first-year students who have not yet taken an ENGL Gateway course **Distributional Requirements:** Division 1
Exploring Diversity Writing Intensive **Other Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Ilona Bell

ENGL 240(S) The Novel in Theory (W) **Crosslistings:** ENGL 240/COMP 239
In spite of its title, this is not a course about merely theoretical novels, unwritten or dreamily imagined works of fiction that never see the page. Rather, this course will be an introduction to the different ways that literary critics have attempted to give a literary genre as loose, baggy, miscellaneous, and altogether hard-to-pin down as the novel a theoretical framework, to understand how the genre developed and how it functions. For the first couple of centuries of its existence in Britain and America, the novel was considered too popular, too commercial and unserious, and not sufficiently stylistically accomplished to merit anything like its own dedicated criticism or theory. Even now, critics can have a hard time even agreeing upon what a novel is, much less what constitutes a theory of the novel. Henry James, for example, said a novel's only duty was "to be interesting," which, when you think about it, really casts a pretty broad and abstract generic net. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist, psychoanalytic, post-structuralist, Marxist, historical, and post-colonial, as well as accounts that emphasize sexuality and gender, for example, or the novel's trans-national development. Rather than try for an encyclopedic survey of either the novel or its theories, this course will use two or three novels as a means of testing out a range of representative works of novel theory. We will move back and forth from the theory of the novel to its practice in order to see how novel theory has developed over the past century, as well to see how the novel's own academic and popular fortunes relate to its theoretical accounts. Theorists are likely to include Henry James, Shklovsky, Benjamin, Lukacs, Barthes, Watt, McKeon, Jameson, D.A. Miller, Sedgwick, and Said. Novelists may include Austen, Dickens, George Eliot, or Henry James.
Class Format: seminar **Requirements/Evaluation:** 4-5 papers totaling about 20 pages; regular, substantial, and intensive participation in class **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores and first-year students who have not yet taken an ENGL Gateway course **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1 Writing Intensive **Other Attributes:** ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Alison Case

ENGL 249(F) Love and Revolution (W) **Crosslistings:** ENGL 249/COMP 279
"Love" is here a kind of shorthand for questions of sexuality and gender: why do novels, plays, and films about contemporary political revolutions so often get caught up in seemingly extraneous and unrelated disturbances in the field of sexuality and gender relations? In this course we will study such works, which are especially responsive to social currents whose logic they cannot fully articulate. In these texts a state of political revolution almost irresistibly touches off sexual subversiveness as well, inviting the reader or spectator to interpret just what sexual upheaval has to do with political revolution. We will take up this problem in the setting of several historical revolutions and some literary and cinematic works that represent them: for example, the French Revolution (Beaumarchais' *The Marriage of Figaro* and the Marquis de Sade's *Philosophy in the Bedroom*); the Irish Revolution (plays by Synge, O'Casey, and Yeats); the Bolshevik Revolution (Babel's *Red Cavalry*); the Prague Spring (Kundera's *The Unbearable Lightness of Being*); and the Algerian Revolution (*The Battle of Algiers*). We will confront such questions as why an author might suggest that revolution can only be sustained through incest and libertinism; why the threat of anarchism is so deeply bound up with exuberant scatological excess, to the point of provoking a riot; why passionate nationalist revolutionaries should be scandalized by the idea of oedipal violence and take refuge in myths of female purity. We will examine historical and social texts as well as artistic ones, learning how literature and history might be read together and inversely: that is, learning to read literature or film as a kind of political event, and to read history literarily, with an eye to its rhetoric and figuration.
Class Format: seminar **Requirements/Evaluation:** regular class participation and four papers, totaling about 20 pages **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first- and second-year students and English majors who have yet to take a Gateway course **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 Writing Intensive **Other Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories B

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Stephen Tifft

ENGL 265(S) Topics in American Literature: Freedom and Captivity (W) **Crosslistings:** ENGL 265/AMST 266
Letters from prison are as central to American literature as are dreams of freedom. This course explores the persistent concern in American literature and culture with forms of freedom and captivity in works ranging from William Bradford's Of Plymouth Plantation (1651) to Guantanamo Diary (2015) by Mohamedou Ould Slahi. Literature will include essays and sermons, novels, slave narratives, captivity narratives, and letters from prison (Concord, Birmingham, Folsom State). The course will be weighted toward the 19th century, but will make constant reference to 20th- and 21st-century work as we explore the American carceral imagination in the shift from a slavery democracy to a penal democracy. We will view contemporary films that represent slavery and emancipation, (*Django Unchained* and *Twelve Years a Slave*), as well as visual art and photography.
Class Format: seminar **Requirements/Evaluation:** three 5- to 7-page papers and one 10-page final essay; weekly short responses. **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students, sophomores, and English majors who have yet to take a Gateway course
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1 Writing Intensive **Other Attributes:** AMST Arts in Context Electives ENGL 200-level Gateway Courses ENGL Literary Histories B JLST Interdepartmental Electives

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Cassandra Cleghorn

ENGL 272(S) American Postmodern Fiction (W) **Crosslistings:** ENGL 272/AMST 272
American fiction took a turn at World War II: from modernism to postmodernism. The most obvious mark of postmodern narration is its self-consciousness. Already a paradox emerges: why would World War II make narratives self-reflexive? The best text for this paradox is Heller's *Catch-22*. Subsequent books: Nabokov's *Pale Fire*, Pynchon's *The Crying of Lot 49*, Morrison's *Beloved*, DeLillo's *White Noise*, Johnson's *Jesus's Son*, Carver's *What We Talk About When We Talk About Love*.
Class Format: seminar **Requirements/Evaluation:** four papers totaling about 20 pages; participation in class discussions **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores, first-years students, or English majors without a prior gateway
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1 Writing Intensive **Other Attributes:** AMST Arts in Context Electives ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: John Limon

300-LEVEL COURSES

ENGL 300(F) Charles Dickens
A semi-serious claim: modern London is an invention of Charles Dickens and the many novels he set in this city. Without Dickens, we would have no fogs falling like snowflakes from London's chimneys and creeping down its streets, no sense of a city immense and buzzing beyond comprehension, no slums populated by choleric paupers, rag-pickers, bone collectors, and good-hearted children. This course is about the rise of the realist novel in the nineteenth century through the work of Dickens, arguably the heavyweight champion of the form, as well as a massive literary celebrity and impresario in his day. We will read widely across Dickens' career, but with special attention to the London that took shape across his books. We'll pay attention to how these works transform stories of getting and spending (i.e. the pursuit of economic interests) into dramas of romantic desire (and vice versa) and how they work both to uphold and overturn the social arrangements of gender, class, sexuality and race in nineteenth-century England. Likely readings include: *Sketches by Boz*, *Oliver Twist*, *Great Expectations*, *Bleak House*, *Our Mutual Friend*, *The Mystery of Edwin Drood*.
Class Format: seminar **Requirements/Evaluation:** 2 papers, 1 presentation, shorter writing assignments, regular participation **Prerequisites:** 100 or 200-level ENGL course **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Literary Histories B

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Gage McWeeny

ENGL 301(S) Distraction
Why does being deeply absorbed in an artwork or activity often feel a lot like zoning out, a drift into a state of distraction? Do artworks encourage, or discourage, certain forms of attention? Reverie, absorption, immersion, daydreaming: this class will be about the history and affects of attention and distraction. We'll immerse ourselves in a range of literary and visual works to get at the varied histories and states of attention over the past two centuries. The nineteenth-century realist novel—whose attention to the unnoticed and ordinary is one of its distinctive features, and whose size can lend itself as much to skimming as to intensive reading—will be of particular interest to us. But we'll also read around in detective fiction, poetry, experimental novels about what happens when nothing happens, art history, Erving Goffman's sociology of everyday life, and theoretical works on perception, attention, and reading. We'll also take the measure of our own moment, what Jonathan Crary called a state of 24/7 attentiveness, an "unremitting glare of monotonous stimulation." Likely works or authors include: *Middlemarch*, Charles Dickens' *Sketches by Boz*, *The Picture of Dorian Gray*, Sherlock Holmes, Perec's *Exhausting a Place in Paris*, Jonathan Crary's *24/7*, Michael Fried, Erving Goffman, Andy Warhol, Karl Ove Knausgaard's *My Struggle*. Also, the minimal states of absorption generated by Twitter, Tinder and the like.
Class Format: seminar Requirements/Evaluation: 2 papers, 1 presentation, micro-responses, use of social media Prerequisites: 100- or 200-level ENGL course Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: English majors Distributional Requirements: Division 1 Other Attributes: ENGL Literary Histories B

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Gage McWeeny

ENGL 302 Cinematic Representations of Work and Migration after the Wall Crosslistings: COMP 341/WGSS 341/ENGL 302
The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Agustin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: *Illegal, Working Man's Death, NordSud.com, Lichter* (Lights), *Code Unknown, The Flower Bridge, Occident, Since Otar Left, Losers and Winners, Whore's Glory, Le Havre* and *Time Out*.
Class Format: seminar Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper Prerequisites: a 200-level ENGL or COMP course, or permission of instructor Enrollment Limit: 19 Expected Class Size: 10 Enrollment Preferences: Comparative Literature and Women's Gender & Sexuality majors Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Helga Druxes

ENGL 303(F) Shakespeare and Jonson: Renaissance Rivals Crosslistings: ENGL 303/COMP 353
What can we learn by reading two writers together that we cannot learn by reading them separately? William Shakespeare and Ben Jonson investigated many of the same themes, but they often drew on radically different literary resources. Situations that Shakespeare considered tragic often struck Jonson as comic, for example. In this course, we will compare their treatments of seven major issues in English Renaissance culture—knowledge, evil, gender, style, marriage, justice, and festivity—and we will develop a sense of each writer's particular talents, obsessions, ideals, and limitations. Most importantly, we will use historical and literary evidence to evaluate the extent to which Jonson's style is purposefully anti-Shakespearean, and we will develop an original vocabulary for describing the relationship between rivalry and creativity. We will read Shakespeare's sonnets, as well as *Othello, Richard III, Twelfth Night, The Winter's Tale, Measure for Measure*, and *A Midsummer Night's Dream*. From Jonson's body of work, we will consider some poems, as well as *The Alchemist, Sejanus, Epicoene, The New Inn, Volpone,* and *Bartholomew Fair*.
Class Format: seminar Requirements/Evaluation: one seven-page paper, one twelve-page paper, in-class presentation, thoughtful participation in discussions Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: English majors Distributional Requirements: Division 1 Other Attributes: ENGL Literary Histories A

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Emily Vasiliauskas

ENGL 304(F) Dante Crosslistings: ENGL 304/COMP 317
In the spring of 1300, Dante Alighieri entered Hell. *The Divine Comedy* is the record of the journey that followed. It is organized around a series of encounters with figures from the poet's past—for example, a former teacher damned for violating nature—as well as historical and literary characters: Ulysses, Thomas Aquinas, Plato, Virgil, Adam. Though the *Comedy* is probably now best known for its savagery — the bodies split open, the Popes turned upside down and lit on fire—it is also, as Dante claims, a love story and a work of high imaginative daring. Among its final images is a vision of paradise rendered through the precise if also mind-bending language of non-Euclidean geometry. In this course we will read the three books of the *Comedy* (*Inferno, Purgatorio, Paradiso*), the *Vita Nuova*, and a few brief selections from Dante's other works. All readings will be in translation.
Class Format: seminar Requirements/Evaluation: four written exercises, three exams, and a 10-page final paper Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: English majors Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Other Attributes: ENGL Literary Histories A

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: John Kleiner

ENGL 305(S) Chaucer: The Canterbury Tales
The first major work in English, *The Canterbury Tales*, is a brilliant pastiche of competing forms. Saints' lives, dirty stories, tales of revenge, sermons, fart jokes—they are all in the mix. We will read the *Tales* in the original Middle English, which is easier (and more fun) than it looks; no prior exposure to the language is necessary.
Class Format: seminar 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 ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 20 Expected Class Size: 12 Enrollment Preferences: English majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Other Attributes: ENGL Literary Histories A

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: John Kleiner

ENGL 306T(F) Aesthetic Outrage (W) Crosslistings: ENGL 306/COMP 300
In this tutorial course we will explore interdisciplinary ways of theorizing the outraged reception of provocative works of film, theater, and fiction. When riots, censorship, and vilification greet such works in moments of political and social upheaval, the public outrage is often strangely out of proportion to either the work's aesthetic nature or its overt commentary on the political crisis. Something powerfully symptomatic is at work, then: a set of threatened investments, unacknowledged values, and repressed ideas which surface explosively, but indirectly, in the aesthetic outrage. In an attempt to understand the strange logic of public outrage against works of art, we will explore the works' historical context, and use theoretical models — aesthetic, political, psychological, social — as a means of illuminating the dynamics of outrage and exposing understated linkages between the work's figurative logic and the political passions of its historical moment. We will study instances of outrage against works addressing such crises as the French Revolution (Beaumarchais' *The Marriage of Figaro*), the wave of anarchist terrorism in turn-of-the-century Paris (Jarry's *Ubu the King*), World War II (Renoir's film *Rules of the Game* and Lubitsch's *To Be or Not To Be*), Stalinist collectivization (Eisenstein's suppressed and aborted film *Bezhin Meadow*), the apartheid era in South Africa (anti-apartheid comedy by Pieter-Dirk Uys), and/or recent Islamist riots (Rushdie's *Satanic Verses*). After two weeks in which we will meet as a group, students will meet with the instructor in pairs for one hour each week during the rest of the semester. They will write a 5- to 6-page paper every other week (five in all), and comment on their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.
Class Format: tutorial Requirements/Evaluation: active participation in tutorial discussions, five 5- to 6-page papers, five 1- to 2-page critiques Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: English majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive Other Attributes: ENGL Criticism Courses ENGL Literary Histories C

Fall 2015
TUT Section: T1 TBA Instructor: Stephen Tifft

ENGL 308 Cervantes' "Don Quixote" in English Translation Crosslistings: COMP 350/RLSP 303/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.
Class Format: seminar Requirements/Evaluation: active participation, three short papers, and a final project designed in consultation with the instructor Prerequisites: any 200-level literature course in foreign languages, COMP, or ENGL, or permission of the instructor. Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: Comparative Literature majors and upperclass students
Dept. Notes: does not count toward the major in Spanish Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Other Attributes: ENGL Literary Histories A

Not Offered Academic Year 2016
SEM Instructor: Leyla Rouhi

ENGL 310(S) Studies in European Cinema Crosslistings: ENGL 310/COMP 310
In this course we will explore the foundations of contemporary European cinema by studying a wide range of landmark films from 1920-1975. We will establish a kind of map of cinematic styles and movements, ranging from German expressionism (films by Wiene, Murnau, Lang) and Soviet montage (Eisenstein, Vertov) in silent films of the 1920s, through Italian neorealism (Rossellini, early Fellini) of the early postwar era, to the insurrectionary films of the French New Wave (Truffaut, Godard, Rivette) and the stylistic innovations of the German New Wave (Herzog, Fassbinder) in the 1960s and 1970s. However, there will be time to explore eccentric masterpieces — e.g., Dreyer's *Passion of Joan of Arc*, Carné's *Children of Paradise*, Tarkovsky's *Andrei Rublev*. Some pivotal and/or exceptionally distinctive directors — e.g., Sergei Eisenstein, Jean Renoir, Federico Fellini, Ingmar Bergman - will be treated at slightly greater length, but you can expect to move fast.
Class Format: seminar Requirements/Evaluation: regular class participation, two 5- to 7-page papers, and a final examination Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 20 Expected Class Size: 18 Enrollment Preferences: English majors Distributional Requirements: Division 1 Other Attributes: ENGL Literary Histories C

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Stephen Tifft

ENGL 312(F) Rocket Men: Ballistic Culture (W) Crosslistings: ENGL 312/COMP 313
In the decades following the end of World War II, America's economy, political life, and culture were deeply shaped by the dream of exploring outer space. When, in July,1969, Neil Armstrong stepped onto the moon, it was the culmination of an imaginative and technical effort

unprecedented in history. But what did it mean to have succeeded? This course will explore the culture of rocketry and aeronautics that developed between 1945 and the end of the Apollo program, both within the space program and as it was refracted in popular culture. Much of the course will be devoted to a reading of *Gravity's Rainbow*, Thomas Pynchon's monumental effort to understand the seductive, annihilating force of rockets, emblems of a modernity in which the powers of technology have outstripped human design and control.
Class Format: seminar **Requirements/Evaluation:** each student will submit a portfolio of twenty-five pages of writing; writing for the course will take the form of articles for a multimedia encyclopedia of rocket culture; extensive collaboration will be required **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English majors; Comparative Literature majors; sophomores **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 Writing Intensive **Other Attributes:** ENGL Criticism Courses ENGL Literary Histories C

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Shawn Rosenheim

ENGL 313T(S) Approaches to W. B. Yeats (W)
In this course we will read the poetry and selected prose and plays of William Butler Yeats, widely regarded as the single most influential English-language poet of the twentieth century. We will consider how his writings were shaped by and responded to the literary and political contexts of his time; how he conceived of authorial selfhood, its construction in language, and the functions of literature; and his transactions with his contemporaries (from Wilde to Pound to Auden). We will consider a range of critical and theoretical approaches to his writings, giving particular attention to textual materialism, to close study of both Yeats's compositional process and his habits of repeated revision of published works, and to his formal techniques.
Class Format: tutorial **Requirements/Evaluation:** five papers of around 5 pages each; typical tutorial format **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** English majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 Writing Intensive **Other Attributes:** ENGL Criticism Courses ENGL Literary Histories C

Spring 2016
TUT Section: T1 Cancelled

ENGL 314(F) Groovin' the Written Word: The Role of Music in African American Literature **Crosslistings:** AFR 314/AMST 314/COMP 321/ENGL 314
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 3-page paper, one 6- to 8-page paper comparing two works, one in-class spoken word performance with 2-page report, final presentation **Prerequisites:** none; open to all **Enrollment Limit:** 20 **Expected Class Size:** 15
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP or ENGL **Extra Info:** not available for the fifth course option **Distributional Requirements:**
Division 2 **Other Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Rashida Braggs

ENGL 315(F) Poetry of Milton
The course will consist primarily of a close reading of "Paradise Lost," though we will look at few of Milton's earlier works. Readings will include "Comus," "Lycidas," and "Paradise Lost", some sonnets, and some passages from "Areopagitica." We will give particular attention to the poem's densely organized language, and the ethical and philosophical dilemma's that confront Satan and the fallen.
Class Format: seminar **Requirements/Evaluation:** one 6- to 8-page paper, one 10- to 12-page paper, several short writing assignments **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** seniors, English majors **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Literary Histories A

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Alan De Gooyer

ENGL 317(S) Black Migrations: African American Performance at Home and Abroad **Crosslistings:** AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A
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. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report **Prerequisites:** none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:**
Division 2 **Other Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Rashida Braggs

ENGL 318(S) Ecocriticism **Crosslistings:** ENGL 318/ENVI 315
How does the human imagination encounter its environment? This overarching question is of particular importance now, as the humanities struggle to address the ecological crises of our time. We'll read from the long tradition of environmentally-minded literary works in order to historicize concepts of nature and wilderness, as well as from more recent theoretical and creative writing that reflects an increasing awareness of climate change, toxic waste and pollution, habitat loss and species extinction, population expansion, and other forms of environmental catastrophe. Our readings will be drawn from various genres and will include both classic works (such as Henry David Thoreau's *Walden* and Rachel Carson's *Silent Spring*) as well as the work of contemporary writers, some of whom we'll engage in person during several brief on-campus residencies. Finally, we'll explore via our own writing the ethical and aesthetic imperative to find ways of imagining this ever-changing relation between the imagination and the environment.
Class Format: seminar **Requirements/Evaluation:** engaged and thoughtful participation, frequent short responses, and two papers **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** students in English or Environmental Studies; seniors; but decided case by case **Distributional Requirements:** Division 1 **Other Attributes:** AMST Space and Place Electives

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Jessica Fisher

ENGL 319(S) The Literary Afterlife **Crosslistings:** ENGL 319/COMP 354
What do writers mean when they say that they will live on after death through their books? In this course, we will explore the long history of thinking about literature as a way to compensate for mortality, and we will compare the literary afterlife to religious and philosophical versions of eternity. Many of the writers on our syllabus were anxious about the compatibility of the pursuit of worldly fame with the desire for Christian salvation. We will study how their sense of a conflict between the two afterlives changed over time: from the recovery of pagan antiquity during the Renaissance, across the theological transformations of the Reformation, to the consequences of print. The course deals with some of literature's greatest ambitions — to cheat death, to make a lasting contribution to human culture — but we will often find ourselves caught in an undertow of skepticism. Is writing any less susceptible to decay than human bodies are? If so, is literary accomplishment worth the risk of one's soul? Authors and texts will include Sappho, Ovid, Lucretius, Ecclesiastes, Augustine, Petrarch, Julian of Norwich, Montaigne, Shakespeare's Hamlet and Richard II, Jonson, Donne, and Milton.
Class Format: seminar **Requirements/Evaluation:** one seven-page paper, one twelve-page paper, in-class presentation, thoughtful participation in discussions **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Literary Histories A

Spring 2016
SEM Section: 01 MWF 11:00 12:15 Instructor: Emily Vasiliauskas

ENGL 320T(S) Two American Poets: Wallace Stevens and John Ashbery (W)
Crosslistings: AMST 336/ENGL 320/COMP 335
This tutorial focuses on the work of two major American poets who are known for their "difficult" poetry. In some respects, Stevens (1879-1955) and Ashbery (b. 1927) book-end twentieth-century poetry: Stevens is a major Modernist poet, perhaps the most philosophically oriented American poet of the twentieth century, and Ashbery is considered by most critics to be the most important American poet alive. Students will do close readings of their poems (and one play, "Three Travelers Watch a Sunrise", by Stevens), as well as read their writing on poetry and art. We will discuss the overlaps between Stevens' and Ashbery's work and lives—their having grown up in the Northeast and attended Harvard, what some see as the abstractness of their writing, their mastery of tone, among others—but also the differences: Ashbery's sexuality, his having lived in France, the supposedly more "avant-garde" nature of Ashbery's work, and so on. Along the way, we will ask questions about the nature of poetic difficulty, of abstraction, of the (lyric) poetic speaker in their works, of poetic tone, of the link between the poem and the world (e.g., in description), of the thinking and philosophizing that poems do. We will also ask about their links to major poetry "movements" (Modernism, the New York School) and pose questions that are rarely asked about their poetry, such as "What are the politics, implicit and explicit, in their poems?" "What are their views about the United States and American society and culture?" "What assumptions about race, gender and class are embedded in their poetry?" And, always, we will be paying close attention to the question of form and language in Stevens' and Ashbery's poetry.
Class Format: tutorial **Requirements/Evaluation:** typical tutorial format; papers every other week **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** ENGL majors, COMP majors, AMST majors; preference will be given to students who have already taken at least one literature class
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 2 Writing Intensive **Other Attributes:** AMST Arts in Context Electives

Spring 2016
TUT Section: T1 TBA Instructor: Dorothy Wang

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.
Class Format: seminar Requirements/Evaluation: midterm and final papers, and a take-home final exam Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: English majors Distributional Requirements: Division 1 Other Attributes: ENGL Criticism CoursesENGL Literary Histories A

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Stephen Fix

ENGL 322(S) Political Romanticism Crosslistings: ENGL 322/COMP 329/PSCI 234
What is Romanticism, and how does it relate to the world-changing political upheavals that emerge along with it? Romantic literature emerged around the time of the French and Haitian Revolutions, and many Romantic authors were deeply sympathetic to the democratic principles of freedom and equality that inspired such political uprisings. Yet many also questioned revolutionaries' attempts to realize such ideas by forcibly seizing control of governments. These authors became interested in art and literature as alternative means of bringing about social and political change. In so doing, they invented ideas about the political power of art that are still very much with us today. This seminar examines these ideas through readings of works of Romantic literature and the philosophy that brought them into the world, while also considering how arguments subsequently developed for and against political Romanticism inform today's heated debates about the relationship between art and politics. Authors may include Burke, Kant, Rousseau, Wordsworth, Schiller, C. Smith, P.B. Shelley, Hegel, Heine, Marx, and Carl Schmitt.
Class Format: seminar Requirements/Evaluation: evaluation based on two papers, 6 and 8-10 pages in length, weekly posts, and general participation Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: English, Comparative Lit, German, Political Science majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL and COMP; meets Division 2 requirement if registration is under PSCI Distributional Requirements: Division 1 Other Attributes: ENGL Criticism Courses ENGL Literary Histories B

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Walter Johnston

ENGL 325(S) Joyce, Woolf, and Proust Crosslistings: ENGL 325/COMP 325
This seminar focuses on novels by three of the most important writers of modernist fiction: Marcel Proust (*Swann's Way*, the first novel of his sequence *In Search of Lost Time*); Virginia Woolf (*Mrs. Dalloway* and *To the Lighthouse*); and James Joyce (*Ulysses*, read in slightly abridged form). By juxtaposing these pathbreaking texts, we will examine the distinctive yet related ways in which they explore crucial preoccupations of modernism: the threat and the exhilaration of cultural loss in face of social and political transformations in the early twentieth century; the turn to memory, to art, and to objects as stays against de-stabilized subjectivity and as means of re-thinking value; the emergence of new forms of political and sexual identity; the heightening of consciousness to the verge of transport or disintegration; and the roots and perversities of desire. Students who have studied *Ulysses* in a previous course are welcome.
Class Format: seminar Requirements/Evaluation: regular class participation, two 8- to 10-page papers Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; students who have studied *Ulysses* in a previous course are welcome Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: English majors Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Other Attributes: ENGL Literary Histories C

Spring 2016
SEM Section: 01 Cancelled

ENGL 326 Race and Abstraction Crosslistings: AMST 465/AFR 465/COMP 465/ENGL 326
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 racially "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 African American and Asian American writers, visual artists and musicians—including Will Alexander, Mei-mei Berssenbrugge, David Hammons, Yayoi Kusama, Tan Lin, Nathaniel Mackey, and Cecil Taylor—as well as critics. We will pay particular attention to formally experimental works.
This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, John Keene, Mei-mei Berssenbrugge, John Yau, Cecil Taylor, David Hammons, and Yoko Ono—as well as critics. We will pay particular attention to formally experimental works.
Class Format: seminar Requirements/Evaluation: two papers (one 6-8 pages and the other 10-12 pages), in-class presentation, brief response papers, and class participation
Prerequisites: none if registering under AMST, AFR, or COMP, though a previous lit, art or music class would be helpful; if registering under ENGL, 100-level ENGL course, or 5 on AP English Lit exam or 6 or 7 on the Higher Level IB English exam required Enrollment Limit: 13 Expected Class Size: 13
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AFR or AMST Distributional Requirements:
Division 2 Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars

Not Offered Academic Year 2016
SEM Instructor: Dorothy Wang

ENGL 327(F) Experimental African American Poetry Crosslistings: AMST 307/COMP 311/AFR 301/ENGL 327
Contemporary African American poets in various cities and towns across the nation—from New York City to Los Angeles, from Berkeley to Durham, N.C.—are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. This formally innovative poetry defamiliarizes what we normally expect of "black writing" and pushes us to question our assumptions and presumptions about black identity, "identity politics," the avant-garde (for example, is it implicitly raced?), formalism, socially "relevant" writing, the (false) dichotomy of form versus content, the black "community," digital poetics, and other issues of race and aesthetics. We will examine the writings of living poets, who range widely in age, and those of their avant-garde predecessors in the twentieth century. We will also be making links between this poetry and African American music and visual art.
Class Format: seminar Requirements/Evaluation: two papers (6-8 pp., 8-10 pp.), short response papers, oral presentation, and class participation Prerequisites: none, though at least one previous literature course preferred Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL Distributional Requirements: Division 2 Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
SEM Section: 01 M 07:00 09:40 Instructor: Dorothy Wang

ENGL 328(S) Austen and Eliot Crosslistings: ENGL 328/WGSS 328
Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer's work in its political and philosophical context—in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism—we will consider how each writer conceives social and historical exigencies to shape comedies and dramas of consciousness. Readings will include Austen's *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*; Eliot's *The Mill on the Floss*, *The Lifted Veil*; and *Daniel Deronda*; selected letters and prose; and critical essays.
Class Format: seminar Requirements/Evaluation: one six-eight-page and one ten-twelve-page essay Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS Distributional Requirements: Division 1 Other Attributes: ENGL Criticism Courses ENGL Literary Histories B

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Anita Sokolsky

ENGL 331(S) Romantic Culture
The Romantic period —1780 to 1830, roughly — is one of the great watershed moments in western culture. Romantic writers obsessed over the same things we do: the profit and power resident in human interactions with the natural world, for instance, or the spiritual significance of our inner lives, or the terrors and exhilaration of political and social activism. Romantic writing is durably relevant and, frequently, durably and interestingly weird. We will read a lot of poetry, and paintings and other examples of Romantic expressive culture will comprise a significant part of the course materials.
Class Format: seminar Requirements/Evaluation: class participation and 3 papers, the last being longer than the first two Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: English majors
Distributional Requirements: Division 1 Other Attributes: ENGL Literary Histories B

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Peter Murphy

ENGL 332(S) Images of Law Crosslistings: JLST 401/COMP 411/ENGL 332
Works of art transform how we view the law. Novels like Kafka's *The Trial* and Camus' *The Stranger* produce indelible images and inspire reflections about all phases of the legal process—investigation, interrogation, arrest, trial, and punishment. Poems, films, and other art forms also offer perspectives on the law, raising issues richer and more elusive than what we encounter on Court TV, in the New York Times, or even from sophisticated legal scholars. This course probes works of art with the goal of gaining insight into various aspects of law.
Class Format: seminar Requirements/Evaluation: several short writing assignments, two longer papers, class participation Prerequisites: JLST 101 or permission of the instructor
Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Justice and Law concentrators
Distribution Notes: meets Division 2 requirement if registration is under JLST; meets Division 1 requirement if registration is under ENGL or COMP Distributional Requirements: Division 2 Other Attributes: JLST Enactment/Applications in Institutions

Spring 2016
SEM Section: 01 MWF 11:00 12:15 Instructor: Alan Hirsch

ENGL 333(F) The Nineteenth-Century British Novel Crosslistings: ENGL 333/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.
Class Format: seminar **Requirements/Evaluation:** 2 papers, a series of shorter response papers, regular and substantial contributions to class discussion **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Literary Histories B

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Alison Case

ENGL 334(F) Suspicious Mind
Literary critics have made suspicion an essential aspect of what it means to read. When we set out to do a "suspicious reading" of a text we assume a few things about it: that its true meaning consists in what it cannot say, know, or understand about itself; that such meaning lies at a certain remove from the reader; and that "symptoms" of meaning's buried presence need to be "demystified" by the critical reader. This is a class on suspicious and non-suspicious modes of reading. We will interrogate the roots of suspicious reading, most pointedly in the writings of Karl Marx and Sigmund Freud, in order to ask whether conceiving literary works as hiding their meaning or possessing an "unconscious" remain relevant ways to conceptualize texts in the age of the internet. To figure out whether there are alternatives to suspicion, we will explore recent shifts toward an "ethics of reading" that reorients reading from something we do to the text to something that is be done to us (where ethics refers not to the situation of readers and characters, or the author's worldview, but to the varieties of formal relationality that works of literature afford in the process of reading).
The course takes up its topic in three distinct observances: [1] the literary tradition in which a hermeneutics of suspicion is subjected to scrutiny (Henry James, *The Turn of the Screw*; Edgar Allan Poe, *The Purloined Letter*; Herman Melville, *Benito Cereno*);
[2] the literary-critical turn toward "surface reading," a portmanteau term that captures reading practices willing "to respect rather than reject what is in plain view," in the words of Rita Felski, particularly those attributes of a text that in the past may have been dismissed as either too feminine or too queer, i.e., style, texture, surface, the ephemeral, the obvious, and the enchanting; and [3] works of literature and film that reward attentiveness to the play of their surfaces (Henry James, *The Ambassadors*; Haruki Murakami *IQ84*; Michael Haneke, *The White Ribbon*; Tom Ford, *A Single Man*).
Class Format: seminar **Requirements/Evaluation:** students will be evaluated on their attendance and active participation in class discussion, submissions to an online forum, and two essays (8-10 pages) **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; or consent of instructor **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** English majors **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Criticism Courses

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Stephen Best

ENGL 338(F) The American Renaissance **Crosslistings:** ENGL 338/AMST 338
"The American Renaissance" keeps shifting and expanding since it was named in 1941. It once centered on New Englanders (plus Whitman) in intersecting circles who produced masterpieces between 1850 and 1855, Transcendentalists or doubters of Transcendentalism. Emerson and Thoreau were Transcendentalist neighbors; they knew Hawthorne; they were very intrigued by Whitman; Hawthorne and Melville knew each other, though Hawthorne did not know what to make of his increasingly desperate friend. It took the twentieth century to know what to make of Melville; also to find its way to a genius unknown to any of them (Dickinson). Perhaps the jury is still out on a genius from another region (Poe); and only in the last decades has the work of another Southerner, the escaped slave Harriet Jacobs, found its way to the canon. Now the term "The American Renaissance" includes writing from 1830 to the Civil War (and its aftermath), the first great era of American writing, whose explosive cultural energy was provided by Puritan optimism and its shadow, Evangelical fervor, expansive Jacksonian democracy, slavery, and the looming crisis of slavery.
Class Format: seminar **Requirements/Evaluation:** 3 papers totaling about 15 pages; class participation **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors, American Studies majors **Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST **Distributional Requirements:** Division 1 **Other Attributes:** AMST Arts in Context Electives ENGL Literary Histories B

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: John Limon

ENGL 342T(S) Interior Lives: Ninteenth-Century American Literature and the Idea of Home (W) **Crosslistings:** AMST 342/ENGL 342/COMP 348
We often discuss US history in terms of leaving home: the escape from an old world and the discovery of a new one, the journey from a civilized east to a western frontier, the violent displacement of indigenous peoples and Africans from their native lands. In contrast to these narratives, this course is about staying home. It will explore houses as both actual structures and imaginary places in the work of several major nineteenth-century American writers. We will think about the home as a real space whose walls, windows, and doors organized domestic life— how and when individuals worked, ate, slept, had sex, were enslaved, raised children, cared for the sick, and died—and study the home's functions as a metaphor for big, abstract ideas about privacy and politics, individualism and nationhood, escape and return, freedom and oppression. Through careful examination of fiction and personal narratives, as well as poetry, photographs, and domestic manuals, the class will consider what it meant to be "at home", what it meant to be imprisoned there, and what it meant to run away. The syllabus will include writing by J.H. Banka, Gustave de Beaumont and Alexis de Tocqueville, Emily Dickinson, Frederick Douglass, Charlotte Perkins Gilman, Harriet Jacobs, Herman Melville, Florence Nightingale, Edgar Allan Poe, Jacob Riis, Henry David Thoreau, Mark Twain, and Edith Wharton, as well as secondary materials by Gaston Bachelard, Russ Castronovo, Michel Foucault, Diana Fuss, Caleb Smith, and Wharton (on decorating).
Class Format: tutorial **Requirements/Evaluation:** participation, 5-6 tutorial papers, and 5-6 responses. **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** Sophomore, Junior, or Senior standing and at least one previous class in American Studies, English, or Comparative literature, {or} permission of the instructor
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 2 Writing Intensive **Other Attributes:** AMST Arts in Context Electives

Spring 2016
TUT Section: T1 TBA Instructor: Jamie Parra

ENGL 343T(F) Whitman and Dickinson in Context (W)
In this tutorial, we will read closely the works of two of the most influential and fascinating poets in the U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings-in Whitman's case, his essays, in Dickinson's, her letters—we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicity and privacy in his/her work, as well as their efforts to "perform" and/or reform the American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition/slavery, women's suffrage, temperance, and territorial expansion. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments in dialogue with other critics, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.
Class Format: tutorial **Requirements/Evaluation:** five 5- to 7-page papers, final paper, oral presentation and critique **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** English majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 Writing Intensive **Other Attributes:** AMST Arts in Context Electives

Fall 2015
TUT Section: T1 TBA Instructor: Kathryn Kent

ENGL 349 Contemporary Theatre and Performance **Crosslistings:** THEA 345/ENGL 349/COMP 355/AMST 345
As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on it today's theatre and in performance now? 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 roughly 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 and groups to be considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Edward Albee, Sam Shepard, David Mamet, Caryl Churchill, Tony Kushner, David Henry-Hwang, Suzan-Lori Parks, Sarah Kane, Will Eno, Richard Maxwell, Annie Baker, and others.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on written and dramaturgical-based assignments, an oral presentation, as well as in-class discussions and a creative writing and/or performance project **Prerequisites:** none **Enrollment Limit:** 18 **Expected Class Size:** 15 **Enrollment Preferences:** Theatre, Art History, English or Comparative Literature majors
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under AMST **Distributional Requirements:** Division 1

Not Offered Academic Year 2016
SEM Instructor: Amy Holzapfel

ENGL 350T(F) The Big Reveal: Epiphany and the Written Word (W)
"Epiphany," which in the Christian tradition is the showing forth of the divine and the name of a holiday celebrating the revelation of the baby Jesus to the magi, was James Joyce's term of art for the breakthrough moment of a good short story. Joyce thought of artists as priests; Steve Blank, founder of the customer data mining software Epiphany, thinks of entrepreneurs as artists. We will treat those as two key moments in the history of the secularization of epiphany. We will read Joyce's *Dubliners* and sample the literary criticism that flowered around these stories, but mainly we'll read American literature, beginning with Transcendentalists Emerson and Thoreau, asking what they wanted to rise above and how their prose tried to achieve liftoff, then moving on to such 20th-century writers as Flannery O'Connor and Thomas Pynchon, whose writing enacted or resisted the miraculous illumination. In addition, we'll read the religious testimony of such Americans as Jonathan Edwards, who described true "religious affections" as like tasting honey for the first time, and Jarena Lee, a woman who preached for the African Methodist Episcopal Church in the 19th century. For the "secularization thesis," we'll read such theorists as Charles Taylor and Bruno Latour. Finally, with student input, we'll analyze a few contemporary "lightbulb" moments. The continuing questions: what is the difference between divine and worldly revelation, and how is revelation conveyed through language to an audience?
Class Format: tutorial **Requirements/Evaluation:** students will meet with the instructor in pairs for an hour each week; a 5-6 page paper every other week, and comment on their partners' papers in alternate weeks **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** English majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 Writing Intensive

Fall 2015
TUT Section: T1 TBA Instructor: Ashley Barnes

ENGL 350T(S) Modernism and the Problem of Modernity (W) **Crosslistings:** ENGL 350/COMP 349
Historically, "modernity" refers roughly to the last four centuries, a time that saw the rise of the scientific revolution, market economies, industrialized production, and mass democracy. Such developments radically altered the world, producing, for many, a disorienting experience of rupture with tradition and the past. All, to be sure, in the name of progress, for the Enlightenment regarded modernity as a fundamentally moral project, one that would reduce human suffering by means of science and technology, increase the authority of reason in public life, and extend individual rights to ever more classes of people. At the same time, however, the Enlightenment cast unacknowledged shadows of its own making: distinctively modern ills like colonial exploitation, mechanized warfare, and widespread feelings of rootlessness and anomie.

Progress and good bound up so tightly with loss and evil, it is no wonder that modernity struck (and still strikes) many living through it as a "problem": is modernity a good, but unfinished, project? Or is it, rather, some kind of fateful error, which will lead to the devastation of the natural world without, and human nature within? Will it make us freer and our lives more meaningful? Or is the freedom it promises chimerical? And can life any longer have real meaning in an impersonal world dominated by mass culture and technology? Such anxious doubts haunt modernity, and late 19th and early 20th-century texts that give them forceful expression will be the focus of this tutorial, including: Freud's *Civilization and its Discontents*, Dostoevsky's *Notes from Underground*, Conrad's *Heart of Darkness*, Nietzsche's *The Genealogy of Morals*, Horkheimer and Adorno's*Dialectic of Enlightenment*, James' *The Portrait of a Lady*, Woolf's *Mrs. Dalloway*, and Beckett's *Endgame*.
Class Format: tutorial Requirements/Evaluation: typical tutorial format: 5-pg paper every other week, 2-pg response other weeks. Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 10 Expected Class Size: 10 Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive

Spring 2016
TUT Section: T1 Cancelled

ENGL 352(S) The Global Avant Garde in Literature and Film (D) Crosslistings: ENGL 352/COMP 351
Chic, sophisticated, experimental, bohemian, radical: the words we think of when we think of the "avant garde" call to mind the great cities of Europe and America in the early decades of the twentieth century. The usual suspects hail from Paris, London, Moscow, Rome, and New York, but many of them claimed to be mining the "naïve arts" and primitive energies of the "uncivilized societies" in Africa, Asia, and beyond. Can we recover these Others, these understudied but essential artists, as more than unconscious transmitters of unfamiliar cultures, and locate in their work a distinct set of aesthetic and political practices? Can we trace the global vectors of a representational strategy that is not Euro-American but is nevertheless politically and formally radical? Writers and directors like Jean Toomer, G.V. Desani, Amos Tutuola, Émile Habiby, Jean Genet, Aimé Césaire, Haroun Farocki, Patrick Chamoiseau, Claire Denis, and Andrea Arnold will help us locate and consider the explosive diversity of a broader avant garde's experiments with image, sound, and language, as well as how these texts have contributed to and put pressure on more traditionally Western modernisms. In posing a question about the geographical and cultural purview of the Avant Garde around the time of the world wars, this class encourages students to interrogate the transmissibility of aesthetic practice in an age of global upheaval. We will look to writers and artists working in a variety of traditions and, equally importantly, against those traditions, in order to examine the vectors of power and resistance that inflect a particular form of modernist expression.
Class Format: seminar Requirements/Evaluation: weekly discussion questions, one short provocation paper of 2-3 pages or a creative project, presentation, and a research paper of 10-12 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 Class Size: 25 Enrollment Preferences: English majors Distributional Requirements: Division 1 Exploring Diversity Other Attributes: ASAM Related Courses ENGL Literary Histories C

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Anjuli Raza Kolb

ENGL 355(F) Fanaticism Crosslistings: ENGL 355/COMP 365
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 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 philosophers and historians. Readings will include novels by M. Shelley, Hogg, Dickens, Eliot, Conrad, and Atwood, and political philosophy and historical writings by Voltaire, Kant, Diderot, Hume, Burke, Carlyle, Mill, and Adorno. We will also watch films by Riefenstahl, Hitchcock and Pontecorvo, and look at paintings, drawings and sculpture by Fragonard, Goya, and Shibonare. Since fanaticism has recently had considerable political currency, we will also examine some contemporary accounts that reanimate the debates and concerns of the course..
Class Format: seminar Requirements/Evaluation: two 8- to 10-page papers Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: English majors Distributional Requirements: Division 1 Other Attributes: ENGL Criticism Courses ENGL Literary Histories B

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Anita Sokolsky

ENGL 356 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora Crosslistings: AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356
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 and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.
Class Format: seminar Requirements/Evaluation: 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) Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: none
Dept. Notes: this course is part of the Gaudino Danger Initiative
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under ARTH, COMP or ENGL Extra Info: may not be taken on a pass/fail basis Distributional Requirements:
Division 2 Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Rashida Braggs

ENGL 360(F,S) 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, 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 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.
Class Format: seminar Requirements/Evaluation: active participation in class discussions, several group reports, a midterm exam, a 5-page paper, and an 8- to 10-page paper Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: English majors Distributional Requirements: Division 1 Other Attributes: ENGL Literary Histories C

Fall 2015
SEM Section: 01 Cancelled

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Stephen Tifft

ENGL 363 Literature and Psychoanalysis (W) Crosslistings: COMP 340/ENGL 363
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 two-thirds of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. *All readings in English.*
Class Format: lecture/discussion Requirements/Evaluation: active engagement with the material and with each other, plus two 5-page papers, one 8-page paper, and a symposium presentation Prerequisites: one previous course in either COMP or ENGL, or permission of instructor Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Comparative Literature majors Distributional Requirements: Division 1 Writing Intensive Other Attributes: AMST Critical and Cultural Theory Electives ENGL Criticism Courses

Not Offered Academic Year 2016
SEM Instructor: Gail Newman

ENGL 364T Documentary Poetry (D)
One of the most vibrant trends in contemporary writing, documentary poetry draws on various kinds of source materials (including photographs, newspapers, legal records, and public testimonials) in the creation of innovative forms. This course will be a joint adventure in the reception and production of such work, and is designed for anyone interested in the intersections of the creative and the socio-political. Our documentary models treat a range of subjects — from a slave-ship massacre, to coal mining accidents in West Virginia and China, to American gun violence, to the impact of climate change — yet all share both an investigative approach and a commitment to thinking about the way individual lives are shaped by larger social and historical structures. Generically, these works make use of the strategies of poetry, but also frequently incorporate essay, narrative, and image to create distinctly mixed forms. Students likewise will choose topics to investigate over the term, and their final projects will be printed through Publication Studio, an on-demand press in residency at WCMA in Fall 2014. As part of the Exploring Diversity Initiative, this tutorial engages questions of power and privilege, asking students to pursue an independent writing project that works empathically to understand a situation by uncovering its social, political, cultural, and historical contexts. Readings will likely be drawn from the following authors: Anne Carson, Julie Carr, Bhanu Kapil, Myung Mi Kim, Mark Nowak, Craig Santos Perez, M. NourbSe Philip, Claudia Rankine, Julianna Spahr, and C.D. Wright.
Class Format: tutorial Requirements/Evaluation: students will meet with the instructor in pairs for an hour each week; they will write a 5- to 7-page critical paper or installment of their documentary project every other week (five in all), and comment on their partners' work in alternate weeks Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: if over-enrolled, admission will be decided based on a writing sample Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1
Exploring Diversity Other Attributes: AMST Arts in Context Electives ENGL Literary Histories C

Not Offered Academic Year 2016
TUT Instructor: Jessica Fisher

ENGL 365(S) Latina/o and Indigenous Literatures Crosslistings: LATS 336/COMP 342/ENGL 365/AMST 337
Indigeneity has been central conceptually, theoretically, culturally, and politically in Latina/o and indigenous literatures. We will examine points of commonality and contention in the ways U.S.-based Latina/o and indigenous writers represent, explore, and employ indigeneity. How have these writers articulated indigeneity as a theoretical concept, cultural signifier, and epistemology? How do conceptions of sovereignty and self-determination shift across these works and the historical contexts from which they emerge? Further, what roles do space, place, and land play in the embodiment of indigeneity in Latina/o and indigenous literatures? Students will read short stories, novels, poetry, and drama by writers such as alurista, Gloria Anzaldúa, Cherríe Moraga, Héctor Tobar, Simon Ortiz, Louise Erdrich, Craig Santos Perez, Alani Apio, and Leslie Marmon Silko.
Class Format: seminar Requirements/Evaluation: participation, online posts, midterm, and a seminar paper that will require the submission of an annotated bibliography, proposal, and abstract Prerequisites: none Enrollment Limit: 19 Expected Class Size: 14 Enrollment Preferences: junior and senior Latina/o Studies concentrators

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under LATS or AMST **Distributional Requirements:**
Division 2 **Other Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Alma Granado

ENGL 368 Ireland in Film
In 1909, James Joyce was briefly the manager of one of Dublin's first cinemas. The medium of film has long attracted Irish writers: as a means to explore and represent the country's political and cultural history, to interrogate the very notion of "Irishness", and to promote their work to a wider audience. In turn, Ireland has long provided a rich subject for Hollywood fantasy, often being portrayed by non-Irish directors as either a mythic space for emerald-green romanticism, or, more darkly, as a place of political terror and enduring ideological rivalries. In this course we will view and discuss major films from the canon of Irish cinema, with the main aim of assessing the achievement of indigenous filmmakers and the newly ascendant film movement in Ireland. We will consider the impact of commercial considerations on Irish cinema, and the powerful influence of British and American films (and especially those offering competing representations of Ireland) on Irish filmmakers. We will also read the literary texts on which some films were based, so as to consider the strengths and limitations of the medium as a resource for writers who initially worked only in print. This course will introduce participants to the technical vocabulary of film art, as well as to major themes in modern Irish history and culture. Films to be viewed may include: *Man of Aran*, *The Informer*, *The Quiet Man*, *Eat the Peach*, *In the Name of the Father*, *Butcher Boy*, *Intermission*,*The Playboys*, *Into the West*, *The Field*, *The Crying Game*, *December Bride*,*The Commitments*, *Michael Collins*, *Ondine* and *In Bruges* and we will also assess one or more short independent films such as *Budawanny* and *Adam and Paul*. Special attention will be given to the work of Neil Jordan, Jim Sheridan and Terry George.
Class Format: seminar **Requirements/Evaluation:** two 7-page papers, regular reading responses, and active participation in class discussions **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to first-year students **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** none **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1

Not Offered Academic Year 2016
SEM Instructor: James Pethica

ENGL 370(S) Literary and Critical Theory in the Twentieth Century **Crosslistings:** COMP 380/ENGL 370
From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Deconstruction, new varieties of hermeneutic criticism, and a welter of post-prefixed concepts that claim to transcend national boundaries: the poststructural, the postmodern, the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? The course will focus on a very careful reading of essays representing major 20th-century critical schools (and a couple of their earlier precursors), by critics like Plato, Schiller, Shklovsky, Richards, Barthes, Derrida, De Man, Beauvoir, Butler, and Said. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.
Class Format: seminar **Requirements/Evaluation:** attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper **Prerequisites:** at least one previous literature or theory course **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** Comparative Literature majors **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1 **Other Attributes:** AMST Critical and Cultural Theory Electives

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Christopher Bolton

ENGL 371T The Brothers Karamazov (W) **Crosslistings:** RUSS 331/COMP 331/ENGL 371
Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of The Brothers Karamazov.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions **Prerequisites:** at least one 200-level literature class **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring or considering a major in Russian, Comparative Literature, or English **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1 Writing Intensive **Other Attributes:** JLST Interdepartmental Electives

Not Offered Academic Year 2016
TUT Instructor: Julie Cassiday

ENGL 373(F) Two Truths and a Lie: Advanced Workshop in Memoir and Fiction
An advanced workshop for students with experience writing fiction and/or memoir and an understanding of the basics of plot, character, setting, and scene. We will explore the often tricky differences between autobiographical fiction and memoir. Exercises, short assignments, and discussion of published fiction and memoir (often by the same authors) will be combined with workshops of student fiction and memoir and individual conferences with the instructor.
Class Format: seminar **Requirements/Evaluation:** final portfolio, written and oral comments, team teaching **Prerequisites:** introductory workshop in memoir or fiction, or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** enrollment determined by writing sample after first class meeting **Distributional Requirements:** Division 1

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Karen Shepard

ENGL 375 New Asian American, African American, Native American, and Latina/o Writing (D) **Crosslistings:** AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403
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.
Class Format: seminar/discussion **Requirements/Evaluation:** 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 ENGL class must have previously taken a 100-level ENGL course **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP or ENGL **Distributional Requirements:** Division 2 Exploring Diversity **Other Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars ENGL Literary Histories C LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Dorothy Wang

ENGL 377(F) Legacies of The Gothic Novel: Feminism and Horror in The Transatlantic World **Crosslistings:** ENGL 377/WGSS 377
Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode—-*Frankenstein*, *Jane Eyre*, and *Wuthering Heights* among others—-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.
Class Format: seminar **Requirements/Evaluation:** class participation, short paper, revision, final research paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 18 **Enrollment Preferences:** English, Comp Lit, and WGSS majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Literary Histories B

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Anjuli Raza Kolb

ENGL 378(F) Nature/Writing **Crosslistings:** ENGL 378/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.
Class Format: discussion/seminar **Requirements/Evaluation:** two 10-page papers, regular class attendance, and participation in discussions **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** English majors and Environmental Studies concentrators **Distributional Requirements:** Division 1 **Other Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: David Smith

ENGL 379(F) Objects that Speak: Contemporary Engagements with the Archive of American Slavery **Crosslistings:** AMST 351/ENGL 379/COMP 356
In "The Lives of Infamous Men" Michel Foucault writes about his interest in the individuals he glimpses while reading prison records: "All those lives destined to pass beneath any discourse and disappear without ever having been told were able to leave traces—brief, incisive, often enigmatic—only at the point of their instantaneous contact with power." Only through these encounters with power are these lives thrust out of anonymity and into the historical record. The writers and artists in this course raise similar concerns about visibility and power as they engage with archives produced by slavery in the US. Students will closely examine work by novelists, critics, theorists, and visual artists who return again and again to several questions about slavery's material afterlife: Is it possible to reconstitute a history marked by silences, invisibility, and what Orlando Patterson famously calls "social death"? How can we revisit documents like plantation records, slave ship logs, or a racist social-scientific photographs without recapitulating their original violence? How might we appropriate such documents for anti-racist ends? Readings will include literary texts by Octavia Butler, Charles Johnson, Gayle Jones, Toni Morrison, M. Norbese Philip, and Derek Walcott, critical and theoretical writing by Colin Dayan, Darby English, Edouard Glissant, Saidiya Hartman, Fred Moten, and Hortense Spillers. We will also look at visual art by Romare Bearden, Glenn Ligon, Betye Saar, Lorna Simpson, Kara Walker, and Carrie Mae Weems.
Class Format: seminar **Requirements/Evaluation:** class participation, regular short writing and a 20-page term paper **Prerequisites:** previous work in American or literary studies or

permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 12 **Enrollment Preferences:** majors in American Studies, English, and Comparative Literature
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP **Distributional Requirements:** Division 2 **Other Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Jamie Parra

ENGL 381(F) Crazy Outside Dudes **Crosslistings:** ENGL 381/AFR 378
African American identity has always been inherently and irreducibly paradoxical. Our most compelling artists and intellectuals have often acknowledged this dilemma as the problematic foundation from which serious inquiries into American blackness must always proceed. Amiri Baraka celebrated what he called "crazy outside dudes": iconic figures who expressed their black singularity with boldly subversive gestures of style. By contrast, Charles Mingus begins his autobiography, *Beneath the Underdog*, with this provocative assertion to his psychiatrist: "In other words, I am three." Most famously, W. E. B. Du Bois begins *The Souls of Black Folk* with a description of double consciousness: "an America, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder." Optimistically, Du Bois presents an articulation of dialectics that imagines individual strength as prevailing against invidious historical forces. Nonetheless, insofar as blackness is an implementation of "race," it exists to wound those designated as black, sometimes to destroy them but most often to maintain them as handicapped subordinates, usable as tools yet never recognizable as social equals.
Black (or Negro or African or whatever its cognate in a given era) is a prescription of identity that designates the individual as first and foremost a manifestation of blackness, the problematic underside of the social hierarchy. Singularity denotes individuality, uniqueness, but also peculiarity, a difference that is vexing. Thus, this paradox of black identity also echoes what "singularity" designates in astrophysics: a place of tremendous destructive power that warps, consumes, and destroys everything within its grasp. Such power has been, in the idiom of recent theories surrounding "anti-blackness", characterized as the proper critique of the modern world, insofar as it is blackness that stands, in its singularity, outside of modernity proper.
Not surprisingly, African Americans have directed their strivings both to embrace and to spurn black singularity. This course will examine the efforts of various artists to use literature, theater, music, visual arts, cinema, dance, and style to explore and express our strivings with black singularity. We will give particular attention to artists such as Charles Mingus, Sun Ra, Rahsaan Roland Kirk, Amiri Baraka, Ntozake Shange, Nina Simone, Little Richard, Romare Bearden, Kara Walker, Spike Lee, Savion Glover, Octavia Butler, Basquiat, Tupac Shakur, and Kendrick Lamar.
Class Format: seminar **Requirements/Evaluation:** weekly journal, one 15-page paper, steady and thoughtful class participation **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 35 **Expected Class Size:** 25 **Enrollment Preferences:** senior majors, seniors, majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR **Distributional Requirements:** Division 1 **Other Attributes:** AMST Arts in Context Electives

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructors: Seulghee Lee, David Smith

ENGL 387(S) Black Utopia **Crosslistings:** ENGL 387/AFR 387
Kanye West kicks off his magnum opus, *My Beautiful Dark Twisted Fantasy*, with this stirring question: "Can we get much higher?" This course will raise this social query over and over again, asking who this "we" has included in the black diasporic imagination and where exactly this "we" might end up when we are together. Commencing from Thomas More's inclusion of slaves in his prescription for the *New World* in his *Discourse on Utopia*, we will proceed to read for the thematization of the black utopian in the twentieth century, emphasizing the diametrically opposed spatial metaphors of the underground (Richard Wright, Ralph Ellison) and the intergalactic (Sun Ra, Octavia Butler). We will also explore the concepts of totality, worldliness, and the otherwise in canonical African American thinkers such as W.E.B. Du Bois and Amiri Baraka, as well as conceptualizations of heuristic attitudes by more recent thinkers in antiblackness theory, including Frank Wilderson and Fred Moten. Above all, we will attempt to invest in what might be called a hermeneutics of utopia, which is to read for the irreducible projection of social futurity as an ineluctable feature of the black radical imagination.
Class Format: seminar **Requirements/Evaluation:** one 5-page paper and one 8- to 10-page paper, and steady and thoughtful class participation **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR **Distributional Requirements:** Division 1 **Other Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives ENGL Literary Histories C

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Seulghee Lee

ENGL 388(S) Asian American Writing and the Visual Arts (D) **Crosslistings:** AMST 304/ENGL 388/COMP 307
This course examines the intersection of Asian American writing and the visual arts in a range of works: graphic novels, art criticism, collaborative projects between poets and visual artists, works that combine textual and visual elements, ekphrastic poetry, poetry "inspired by" paintings, video work, digital poetry, among others. Writers and artists to be discussed include Mei-mei Berssenbrugge, Theresa Cha, Patty Chang, Mel Chin, Bhanu Kapil, Janice Lee, Tan Lin, Yoko Ono, Adrian Tomine, and John Yau.
Class Format: seminar **Requirements/Evaluation:** two papers, short assignments, presentation, participation **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP **Distributional Requirements:** Division 2 Exploring Diversity **Other Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ASST Interdepartmental Electives

Spring 2016
SEM Section: 01 M 07:00 09:40 Instructor: Dorothy Wang

ENGL 394(F) Modern Pleasure (D) **Crosslistings:** WGSS 396/ENGL 394
This course investigates modernist imaginations of pleasure, both sensual and aesthetic, with a particular focus on the ways that modernism's formal strategies might facilitate queer representations of pleasure, intimacy, and desire. In tandem with our discussion of literary form, we will consider the crucial role that visual media, music, and community spaces, 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 Oscar Wilde, Langston Hughes, Gertrude Stein, Djuna Barnes, Nella Larsen, Radclyffe Hall, and James Baldwin. We will read the work of sexologists and situate modernist literature in relation to early 20th-century scientific conversations about human sexuality and the nature of pleasure. Queer and feminist theory will accompany these texts and provide a framework for our analysis of modernism's queer pleasures. This course satisfies the requirements of the Exploring Diversity Initiative in that it explores sexual difference and pleasure as historically and geographically specific categories, examines how these categories are socially constructed and contested, and considers the effects of power and privilege on individual sexual experiences.
Class Format: seminar **Requirements/Evaluation:** engaged and thoughtful discussion; oral presentation, one 5- to 7-page paper and one 8- to 10-page paper **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors and/or students interested in gender/queer studies
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS **Distributional Requirements:** Division 2 Exploring Diversity **Other Attributes:** ENGL Literary Histories C WGSS Theory Courses

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Margaux Cowden

ENGL 395(F) Signs of History **Crosslistings:** ENGL 395/COMP 395/HIST 395
What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. Readings may include works by Burke, Hegel, Charlotte Smith, de Tocqueville, Marx & Engels, Woolf, and Benjamin.
Class Format: seminar **Requirements/Evaluation:** three papers (two 6 and one 8-10 page) and weekly posts **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** English, Comparative Literature, History and German majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under HIST **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Criticism Courses ENGL Literary Histories B

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Walter Johnston

400-LEVEL COURSES

On the aims of these courses, please see description at beginning of the English Department section of the catalog

ENGL 402(S) The Historical Novel **Crosslistings:** ENGL 402/COMP 403
Setting a novel in a prior time period risks estranging a reader, yet the genre has roused deep-rooted interest, intense critical debate, and aesthetic daring. In this course, we will explore the complex and layered uses of a historical past in literary works of the seventeenth through twenty-first centuries, by way of novels by Madame de Lafayette, Scott, M. Shelley, Dickens, Eliot, Woolf, Morrison and Sinclair/ Vollman. Exploring the uses of gothic and sensational effects, dystopian and utopian possibilities, and fractured time, we will consider the aesthetic and political experiments historical novels have spawned. We will do so in the context of the sustained critical engagement with the genre by such thinkers as Lukacs, Benjamin, Adorno, Jameson, McKeon and Moretti.
Class Format: seminar **Requirements/Evaluation:** one 5- and one 15-page paper **Prerequisites:** a 300-level ENGL course or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English majors **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Criticism Courses ENGL Literary Histories B

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Anita Sokolsky

ENGL 407(F) Literature, Justice, and Community (D) **Crosslistings:** ENGL 407/COMP 407
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? What would the members of such a community look like—what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. No prior knowledge of these writers is expected, but the course does require a willingness to wrestle with demanding (and rewarding) argument. We will place the philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, Badlands) and worldly examples of competing claims to justice. The course pursues the aims of the EDI initiative by engaging works in which cultural differences reveal the limits of universalizing accounts of law and justice, works such as Euripides' *Bacchae*, Nuruddin Farah's *Maps*, Louise Erdrich's poetry, and Farhadi's *A Separation*. But the course will equally suggest that such contingency is inherent in the concept of justice as such insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency and difference mark justice even in its most familiar instances — intimately and close to home, as it were.
Class Format: seminar with tutorial sessions **Requirements/Evaluation:** one 5-page paper, and a final 15-page paper **Prerequisites:** a 300-level ENGL course or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** English majors,

students who have taken Criticism/Theory course in any discipline **Distributional Requirements:** Division 1 Exploring Diversity **Other Attributes:** ENGL Criticism Courses JLST Interdepartmental Electives JLST Theories of Justice/Law

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Christopher Pye

ENGL 452(F) Senior Seminar: Histories of Reading (D) **Crosslistings:** COMP 401/ENGL 452
This course examines practices of and ideas about reading as they developed in different historical and cultural contexts over the last three thousand years. Our approach will be both historical and comparative: we will investigate how modes and theories of reading changed over time, paying particular attention to how material and intellectual contexts impacted reading in different societies. We will also consider how different written scripts (including alphabetic and logographic) and textual formats (from the scroll to the screen) have influenced and been influenced by reading practices. One important focus of the course will be how reading practices and technologies have moved between cultures and functioned differently within those cultures. This course will also investigate how theories of reading—be they moral, aesthetic, practical, or scientific—have developed and interacted with each other. Specific topics may include the following: standards of literacy; the neurology of reading; the development of silent reading; reading for pleasure; the intersection of the oral and the written; religious reading; the impact of print; and the role of reading and literacy in the creation and maintenance of social, political, and economic power. As part of the Exploring Diversity Initiative, this course undertakes the comparative study of different societies and also different time periods and groups within societies.
Class Format: seminar **Requirements/Evaluation:** class participation, final research paper **Prerequisites:** one 300- or 400-level course in literature or permission of instructor **Enrollment Limit:** 17 **Expected Class Size:** 15 **Enrollment Preferences:** senior Comparative Literature majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 Exploring Diversity

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Christopher Nugent

ENGL 456(S) Topics in Critical Theory: Hegel and the Dialectic **Crosslistings:** ENGL 456/COMP 456
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. Prior coursework in critical theory or continental philosophy, no matter the department, is strongly recommended. The subject of this semester's seminar is the dialectic. "Dialectical" is one of those collegiate words, the kind of word that some people use a lot without knowing for sure what it means. That said, there are a couple of different ways of making sense of dialectics. The word's nearest synonym is "dialogue." Broadly, then, "dialectics" is a name for any philosophy that incorporates into itself the back-and-forth of conversation. Modern dialectics, meanwhile, sets out from two ideas: first, that it is impossible to think about anything in isolation, that we understand all things via relation and contradistinction, that we couldn't call any person "female" if we weren't also compelled to call some people "male"; and second, that all such conceptual pairs (male/female, black/white, east/west) are less settled than they look. You can't not divide the world into oppositions, and all such oppositions will collapse. This is an idea that, systematically pursued, can change the way we think about language, ethics, politics, literature, and art. We will read key texts from major dialectical thinkers: Hegel, Marx, Adorno, but mostly Hegel.
Class Format: seminar **Requirements/Evaluation:** seminar paper of 25 pages; informal weekly writing; class participation **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** seniors with background in critical theory **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Criticism Courses

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Christian Thorne

CREATIVE WRITING COURSES

Students interested in taking a creative writing course should preregister and be sure to attend the first class meeting. Class size is limited; final selections will be made by the instructor shortly after the first class meeting. Preregistration does not guarantee a place in the class. Students with questions should consult the appropriate instructor.

ENGL 281(F) Introductory Workshop in Poetry
This workshop will include readings in modern and contemporary poetry, weekly writing assignments, frequent improvisations and collaborations, and the attendance of several arts events.
Class Format: seminar/workshop **Requirements/Evaluation:** quality of work, improvement, commitment, and participation in class **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** if the workshop is over-enrolled, admission will be decided via a writing sample **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Creative Writing Courses

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Jessica Fisher

ENGL 281(S) Introductory Workshop in Poetry
This workshop will include readings in modern and contemporary poetry, weekly writing assignments, frequent improvisations and collaborations, and the attendance of several arts events.
Class Format: seminar/workshop **Requirements/Evaluation:** evaluation is based on class participation, timely completion of all assignments, and final portfolio of the semester's revised poems **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** given to those who preregister **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Creative Writing Courses

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Lawrence Raab

ENGL 283(F,S) Introductory Workshop in Fiction
An introduction to the basics of writing short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories and individual conferences with the instructor.
Class Format: seminar **Requirements/Evaluation:** successful completion of assigned exercises and a final portfolio of at least 30 pages of revised fiction **Prerequisites:** permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** selection is based on writing samples **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Creative Writing Courses

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: James Shepard

Spring 2016
SEM Section: 01 MWF 08:30 09:45 Instructor: Karen Shepard

ENGL 382(S) Advanced Workshop in Poetry
This workshop will include readings in modern and contemporary poetry, weekly writing assignments, frequent improvisations and collaborations, and the attendance of several arts events.
Class Format: seminar/ workshop **Requirements/Evaluation:** quality of work, improvement, commitment, and participation in class **Prerequisites:** ENGL 281 and permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** if over-enrolled, admission will be decided via a writing sample **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Creative Writing Courses

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Jessica Fisher

ENGL 384 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.
Class Format: workshop **Requirements/Evaluation:** 30 pages of fiction, as well as numerous exercises and class participation **Prerequisites:** ENGL 283 or 385, or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** interested students should preregister for the course and attend the first class; selection will be based on writing samples **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Creative Writing Courses

Not Offered Academic Year 2016
SEM Instructor: James 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.
Class Format: seminar **Requirements/Evaluation:** 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:** ENGL 283 or 384, or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 8-10 **Enrollment Preferences:** selection is based on writing sample, if prerequisites are satisfied **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option **Distributional Requirements:** Division 1 **Other Attributes:** ENGL Creative Writing Courses

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Andrea Barrett

HONORS AND INDEPENDENT STUDY

ENGL 397(F) Independent Study: English
English independent study.
Class Format: 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 **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1

Fall 2015
IND Section: 01 TBA Instructor: John Limon

ENGL 398(S) Independent Study: English
English independent study.
Class Format: 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 **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1

Spring 2016
IND Section: 01 TBA Instructor: John Limon

ENGL 493(F) Honors Colloquium: English
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.
Class Format: independent study **Requirements/Evaluation:** 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 **Prerequisites:** admission to the department Honors program **Enrollment Limit:** none **Distributional Requirements:** Division 1

Fall 2015
HON Section: 01 W 01:10 03:50 Instructor: Gage McWeeny

ENGL 494(S) Honors Thesis: English
English honors thesis. Required of all senior English majors pursuing critical theses and critical specialization.
Class Format: independent study **Distributional Requirements:** Division 1

Spring 2016
HON Section: 01 TBA Instructor: Gage McWeeny

ENGL 497(F,S) Honors Independent Study: English
English honors thesis. Required of all senior English majors pursuing departmental honors in creative writing.
Class Format: independent study Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1

Fall 2015
HON Section: 01 TBA Instructor: John Limon

Spring 2016
HON Section: 01 TBA Instructor: John Limon

ENVIRONMENTAL STUDIES

Chair, Professor RALPH BRADBURD
Associate Director, Lecturer SARAH S. GARDNER

Professor BRADBURD. Assistant Professors: HOWE, KOHLER. C3 Mellon Postdoctoral Fellow in Environmental Studies: ROMERO. Class of 1946 Visiting Distinguished Professor of Environmental Studies: KOLBERT. Class of 1946 Visiting Distinguished Professor of Environmental Studies: CASSUTO. Lecturer: GARDNER. Visiting Lecturer: APOTSOS. Research Associates: R. BOLTON, VENOLIA.

MEMBERS OF THE CENTER

ALEX APOTSOS, Visiting Lecturer in Geosciences
HENRY W. ART, Professor of Biology and Environmental Studies
LOIS M. BANTA, Associate Professor of Biology
DONALD deB. BEAVER, Professor of History of Science
DIETER BINGEMANN, Associate Professor of Chemistry*
JULIE C. BLACKWOOD, Assistant Professor of Mathematics
ROGER E. BOLTON, Professor of Economics, *Emeritus*
PHOEBE A. COHEN, Assistant Professor of Geosciences
AMY JOHNS, Director of the Zilkha Center for Environmental Initiatives
RALPH BRADBURD, Professor of Economics
DAVID CASSUTO, Class of 1946 Visiting Distinguished Professor of Environmental Studies
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JESSICA M. FISHER, Assistant Professor of English
ANTONIA FOIAS, Professor of Anthropology and Sociology
JENNIFER L. FRENCH, Professor of Spanish
SARAH S. GARDNER, Lecturer in Environmental Studies
MATTHEW GIBSON, Assistant Professor of Economics
JACQUELINE HIDALGO, Assistant Professor of Latina/o Studies and Religion
NICOLAS HOWE, Assistant Professor of Environmental Studies
SARAH JACOBSON, Assistant Professor of Economics
ANDREW JONES, Manager, Hopkins Memorial Forest
PAUL KARABINOS, Professor of Geosciences
PIA KOHLER, Assistant Professor of Environmental Studies
ELIZABETH, KOLBERT, Class of 1946 Visiting Distinguished Professor of Environmental Studies
JAMES MANIGAULT-BRYANT, Associate Professor of Africana Studies
KAREN R. MERRILL, Professor of History
MANUEL MORALES, Associate Professor of Biology and Director of Research Hopkins Forest
JAMES NOLAN, Professor of Sociology
GABRIELLE WONG-PARODI, Research Associate
DAREL E. PAUL, Professor of Political Science
JULIE PEDRONI, Lecturer in Philosophy
JAY RACELA, Technical Assistant, CES and Morley Sciences Laboratories
DAVID P. RICHARDSON, Professor of Chemistry
ADAM ROMERO, C3 Mellon Postdoctoral Fellow in Environmental Studies
MERIDA RÚA, Associate Professor of Latina/o Studies and American Studies
KENNETH SAVITSKY, Professor of Psychology
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
NATALIE BUMP VEÑA, Bolin Fellow in Anthropology/Sociology

Environmental issues call upon citizens, organizations, and other agencies to grasp complex science concepts, address conflicting human values, and make difficult economic, political and ethical 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 effectively address 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 the Class of 1966 Environmental Center. 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 databases, GIS facilities, and funding for student-initiated activities, summer research and internships. The Center manages the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, in which there are field-study sites and a laboratory, and where 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 pursue either a major in Environmental Policy or Environmental Science, or pursue a concentration in Environmental Studies that complements a major in a different area. Students may not double-major in Environmental Policy and Environmental Science or combine either major with a concentration in Environmental Studies.

The ENVI majors share a common "core" of five courses: ENVI 101, 102, 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 102, Environmental Science, is the interdisciplinary study of the Earth's systems through the synthesis of physical, chemical, geological, and biological perspectives. This course introduces students to the scientific methods used to assess human impacts on the environment. 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. Students who choose to pursue a concentration in Environmental Studies are strongly encouraged, but not required, to take ENVI 102. The other four "core" courses listed above are required for the concentration.

Credit for AP, IB, A-levels and other pre-Williams courses: At this time ENVI does not allow students to place out of ENVI 101 or 102.

Planning your path through an ENVI major:
While ENVI 101 is a recommended starting point, some courses required for ENVI Science or ENVI Policy majors have prerequisites, and we strongly suggest that you do advance planning to avoid being blocked from a required course because you lack the necessary prerequisite course(s). For example, ENVI 203, Ecology, a core course for all ENVI majors and the concentration, requires that students have taken BIOL 101 and 102 or ENVI 101 or 102, or permission of the instructor. For that reason and others, we recommend that students who are planning to pursue the Biology track of the ENVI Science major take BIO 101 in the fall semester and BIO 102 in the spring semester of their first year at Williams. There are other examples as well. We recommend that students who are planning to pursue the Chemistry track of the ENVI Science major take CHEM 151 or 153 or 155 in the fall semester and CHEM 156 in the spring semester of their first year at Williams. Similarly, students interested in the ENVI Geosciences track are advised to take one of the 100-level GEOS courses in their first year. Students who think they might wish to pursue the ENVI Policy major need to be aware that Econ 110 is a requirement of all the ENVI Policy majors, and further, that both of the courses that can be used to satisfy the Theory/Methods requirement (POEC 253 or ECON 255) have their own prerequisite courses: POEC 253 requires a calculus course (130 or above) and an economics course; ECON 255 requires a calculus course (130 or above), an economics course, and either STAT 101 or 201.

Students interested in the program are encouraged to consult with members of the Environmental Studies Program and to contact the Environmental Studies Director or Associate Director.

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 Chair of Environmental Studies are required on the major declaration form.

Track:	Advisors for 2015-16:
Political Economy	Bradburd, Kohler, Paul
Political Theory and Law	Gardner, Kohler, Paul
Society & Culture	Howe, French, Hildago, Merrill, James Manigault-Bryant
Environmental Biology	Art, Banta, Edwards
Environmental Chemistry	Richardson, Thoman
Environmental Geosciences	Cook, Dethier

Study Away:

Many study away options are available to students in Environmental Studies, including the Williams Mystic program. Students considering either a semester or year away should consult both the Chair of Environmental Studies and the Dean in charge of study abroad 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 Chair of Environmental Studies. You can find general study away guidelines for the Environmental Studies Concentration here. You can find general study away guidelines for the Environmental Studies Majors here.

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 Chair of Environmental Studies 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 spring 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 is a written thesis that is also 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 Chair of Environmental Studies 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 summer funding resources. Some other departments also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the expectation 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 2015-16:

Thursday, November 5 (7:00 pm) Preliminary presentation of research results

Friday, May 1 (7:00 pm)
Defense of honors thesis

Friday, May 13 (5:00 pm)
Delivery of final thesis to Chair of Environmental Studies

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, history, anthropology, religion, sociology, and literature. 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. There are three tracks to the major: 1. Political Economy, 2. Political Theory and Law, and 3. Society and Culture; each consists of 11 courses--seven required courses, a theory/methods course and three electives. Environmental Policy majors are encouraged but not required to take GEOS 214: Remote Sensing and GIS.

Requirements for the Major in Environmental Policy

"Core" courses required for all ENVP majors (7):

ENVI 101 Nature and Society
ENVI 102 Intro to Environmental Science
ECON 110 Principles of Microeconomics*
ENVI 203 Ecology
ENVI 302 Environmental Planning
ENVI 307 Environmental Law
ENVI 402 Senior Seminar

* 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.

In addition to the core courses required for all Environmental Policy majors, each of the three tracks has its own specific requirements.

For the Political Economy track:

One theory/methods course:

POEC 253 Empirical Methods in Political Economy
or ECON 255 Econometrics

Three additional electives, at least one of which must be a "policy" course from Group PE-A below.

Group PE-A

ECON 204/ENVI 234 Economics of Developing Countries
ECON 213/ENVI 213 Introduction to Environmental and Natural Resources Economics
ECON 228/ENVI 228 Water as a Scarce Resource
ECON 229 Law and Economics
ENVI 311 The History and Future of Waste and Pollution
ENVI 332 Environmental Justice
ECON 383 Cities, Regions and the Economy
ECON 386/ENVI 386/ECON 518 Environmental Policy and Natural Resource Management
ECON 457 Public Economics Research Seminar
ECON 465 Pollution and the Labor Market
ENVI 244T/PHIL 244T: Environmental Ethics
ENVI 208 Science and Politics in Environmental Decision Making
ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
ENVI 309/HSCI 309/SCST 309/PSCI 301 Environmental Politics and Policy
ENVI 328/PSCI 328 Global Environmental Politics
HIST 371/ENVI 371 The History of U.S. Environmental Politics
MAST 351/ENVI 351/PSCI 319 Marine Policy

Group PE-B

ENVI 209 Ecologies of Place
ENVI/ANTH/JLST 210 Governing Nature
ECON 229 Law and Economics
ENVI 244T/PHIL 244T Environmental Ethics

For the Political Theory and Law track:

One theory/methods course:

ENVI 244T/PHIL 244T Environmental Ethics
ENVI 309/PSCI 301//HSCI 309/SCST 309 Environmental Policy
or ENVI 328 Global Environmental Politics
or ECON 386 Environmental Policy and Natural Resource Management
or MAST 351 Marine Policy

Three electives chosen among:

ANTH 210/ENVI 210/JLST 210 Governing Nature
ECON 204/ENVI 234 Economics of Developing Countries
ECON 213/ENVI 213 Introduction to Environmental and Natural Resources Economics
ECON 228/ENVI 228 Water as a Scarce Resource
ECON 229 Law and Economics
ECON 386/ENVI 386/ECON 518 Environmental Policy and Natural Resource Management
ECON 465 Pollution and the Labor Market
ENVI 244T/PHIL 244T Environmental Ethics
ENVI 208 Science and Politics in Environmental Decision Making
ENVI 209/ANTH 209/AMST 209 Ecologies of Place: Culture, Commodities and Everyday Life
ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
ENVI 303/SOC 303 Cultures of Climate Change
ENVI 309/HSCI 309/SCST 309/PSCI 301 Environmental Politics and Policy
ENVI 311 The History and Future of Waste and Pollution
ENVI 332 Environmental Justice
ENVI 328/PSCI 328 Global Environmental Politics
HIST 371/ENVI 371 The History of U.S. Environmental Politics
MAST 351/ENVI 351/PSCI 319 Marine Policy
PSCI 201 Power, Politics, and Democracy in America
PSCI 216 American Constitutionalism I: Structures of Power
PSCI 235/ENVI 235 Environmental Political Theory
PSCI 273/ENVI 273 Politics without Humans?
PSCI 331 Knowledge and Politics
PSCI 333 The Sublime in Politics and Political Thought

For the Society and Culture track:

One theory/methods course:

ENVI 217 Environmental Humanities: Theory and Practice (Same as AMST 216) (D)
or ENVI 209 Ecologies of Place: Culture, Commodities and Everyday Life or
ENVI 239 Introduction to Ecocriticism: North-South Dialogues on Nature and Culture (Same as COMP 238) (D)

Three additional electives, at least one of which must be a "policy" course from Group SC-A below:

Group SC-A

ECON 204/ENVI 234 Economics of Developing Countries
ECON 213/ENVI 213 Introduction to Environmental and Natural Resources Economics
ECON 228/ENVI 228 Water as a Scarce Resource
ECON 229 Law and Economics
ECON 383 Cities, Regions and the Economy
ECON 386/ENVI 386/ECON 518 Environmental Policy and Natural Resource Management
ECON 457 Public Economics Research Seminar
ENVI 244T/PHIL 244T Environmental Ethics
ENVI 216/PHIL 216 Philosophy of Animals
ENVI 208 Science and Politics in Environmental Decision Making

ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
ENVI 303/SOC 303 Cultures of Climate Change
ENVI 309/HSCI 309/SCST 309/PSCI 301 Environmental Politics and Policy
ENVI 311 The History and Future of Waste and Pollution
ENVI 332 Environmental Justice
ENVI 328/PSCI 328 Global Environmental Politics
HIST 371/ENVI 371 The History of U.S. Environmental Politics
MAST 351/ENVI 351/PSCI 319 Marine Policy

Group SC-B

AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment
AMST 302/PSCI 335 Public Sphere/Public Space
ANSO 305 Social Theory
ANTH 210/ENVI 210/JLST 210 Governing Nature
ENVI 244T/PHIL 244T Environmental Ethics
ENVI 216/PHIL 216 Philosophy of Animals
ENVI 285 Writing about Science and Nature
ENVI 209/ANTH 209/AMST 209 Ecologies of Place: Culture, Commodities and Everyday Life
ENVI 291/REL 291/SOC 291 Religion and the American Environmental Imagination
ENVI 303/SOC 303 Cultures of Climate Change
ENVI 332 Environmental Justice
HIST 478/ENVI 478/AMST 478 Cold War Landscapes
HSCI 240/HIST 295 Technology and Science in American Culture
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
LATS 312/AMST 312/ENVI 313 Chicago
LATS 318/AMST 318/REL 318/COMP 328/ENVI 318 California: Myths, Peoples, Places
LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
MAST 231/ENGL 231 Literature of the Sea
MAST 352/HIST 352 America and the Sea, 1600 Present
PHIL 236 Contemporary Ethical Theory
PSCI 235/ENVI 235 Environmental Political Theory
PSCI 273/ENVI 273 Politics without Humans?
PSCI 334 Theorizing Global Justice
PSYC 346/ENVI 346 Environmental Psychology
REL 287/ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment
SCST 401 Senior Seminar: Critical Perspectives on Science and Technology
SOC 368 Technology and Modern Society
RLSP 198/ENVI 198 "Ecologismo": Language, Culture and the Environment in Latin America

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 may not 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 occasionally substitutions may be authorized by the Chair of Environmental Studies. Students seeking to place out of particular courses on the basis of AP, IB or A-level exams should consult the Chair of Environmental Studies.

Requirements for the Major in Environmental Science

Five required courses:

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
ENVI 402/MAST 402 Senior Seminar

A methods course:

CHEM 364/ENVI 364 Instrumental Methods of Analysis
or GEOS 214/ENVI 214 Remote Sensing and Geographic Information Systems
or MATH 310 Mathematical Modeling of Ecological Systems
or STAT 201 Statistics and Data Analysis
or STAT 231 Statistical Design of Experiments
or ECON 255 Econometrics

And a five-course disciplinary track:

for Environmental Biology

Two electives at the 300+ level from Group EB-A:

Group EB-A

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
MATH 310 Mathematical Modeling of Ecological Systems

Three electives from Group EB-B:

BIOL 102 The Organism
BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
BIOL 220/ENVI 220 Field Botany and Plant Natural History
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 226T/ENVI 226T/MAST 226T The Oceans and Climate
GEOS 314/ENVI 314 Sediment Records of Climate Change
MAST 211/GEOS 210 Oceanographic Processes
GEOS/ENVI 405 Geochemistry: Understanding Earth's Environment

for Environmental Chemistry:

One introductory Chemistry course (Group EC-A):

CHEM 151 Introductory Concepts of Chemistry
or CHEM 153 Introductory Concepts of Chemistry: Advanced Section
or CHEM 155 Principles of Modern Chemistry

All four of the following courses (Group EC-B):

CHEM 155 Principles of Modern Chemistry or CHEM 256 Foundations of Modern Chemical Sciences
CHEM 156 Organic Chemistry: Introductory Level
CHEM 251 Organic Chemistry: Intermediate Level or CHEM 255 Organic Chemistry Intermediate Level-Special Laboratory Section
CHEM 341/ENVI 341 Toxicology and Cancer

for Environmental Geosciences

One introductory Geosciences course (Group EG-A):

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

Two 200-level required courses (Group EG-B):

GEOS 201/ENVI 205 Geomorphology
GEOS 215/ENVI 215 Climate Changes

One of the following electives (Group EG-C):

GEOS 205/ENVI 207 Earth Resources
or GEOS 206/ENVI 206 Renewable Energy and the Sustainable Campus
or MAST 211/GEOS 210 Oceanographic Processes

or GEOS 226T/ENVI 226T/MAST 226T The Oceans and Climate
or GEOS 231/ENVI 231 The River

GEOS 314/ENVI 314 Sediment Records of Climate Change
or GEOS 405/ENVI 405 Geochemistry: Understanding Earth's Environment*One 300+-level elective in Geosciences*

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 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 seven courses: four core courses and one elective course from each of the three categories below: The Natural World; Humanities, Arts and Social Sciences; and Environmental Policy.

Requirements for the Concentration in Environmental Studies

ENVI 101 Nature and Society: An Introduction to Environmental Studies
BIOL 203/ENVI 203 Ecology
ENVI 302 Environmental Planning
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 may check with the Chair of Environmental Studies 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 226/ENVI 226/MAST 226 The Oceans and Climate
GEOS 231/ENVI 231 The River
GEOS 314/ENVI 314 Sediment Records of Climate Change
GEOS/ENVI 405 Understanding Earth's Environment
MAST 211/GEOS 210 Oceanographic Processes
MAST 311/BIOL 231 Marine Ecology
MATH 310/BIOL 214 Mathematical Modeling of Ecological Systems
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 331/ENVI 331 Romantic Natures
ENVI 244T/PHIL 244T Environmental Ethics
ENVI 216/PHIL 216 Philosophy of Animals
ENVI 209/ANTH 209/AMST 209 Ecologies of Place: Culture, Commodities and Everyday Life
ENVI 217/AMST 216 Environmental Humanities: Theory and Practice
ENVI 239/COMP 238 Introduction to Ecocriticism: North South Dialogues on Nature and Culture
ENVI 285 Writing about Science and Nature
ENVI 291/REL 291/SOC 291 Religion and the American Environmental Imagination
ENVI 303/SOC 303 Cultures of Climate Change
ENVI 332 Environmental Justice
HIST 371/ENVI 371 The History of U.S. Environmental Politics
HIST 478/ENVI 478/AMST 478 Cold War Landscapes
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
LATS 312/AMST 312/ENVI 313 Chicago
LATS 318/AMST 318/REL 318/COMP 328/ENVI 318 California: Myths, Peoples, Places
LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
MAST 231/ENGL 231 Literature of the Sea
MAST 352/HIST 352 America and the Sea, 1600 Present
PSCI 235/ENVI 235 Environmental Political Theory
PSCI 331 Knowledge and Politics
PSYC 346/ENVI 346 Environmental Psychology
REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Americas
REL 287/ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment
RLSP 223/ENVI 223/COMP 263 Colonial Landscapes: Latin America's Contemporary Environmental Literature
RLSP 198/ENVI 198 "Ecologismo": Language, Culture and the Environment in Latin America
SOC 315 Culture, Consumption and Modernity
SOC 368 Technology and Modern Society

Environmental Policy
ANTH 210/ENVI 210/JLST 210 Governing Nature
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 388/ECON 517/ENVI 388 Urbanization and Development
ECON 465 Pollution and the Labor Market
ENGL 331/ENVI 331 Romantic Natures
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 Politics and Policy
ENVI 311 The History and Future of Waste and Pollution
ENVI 328/PSCI 328 Global Environmental Politics
MAST 351/ENVI 351/PSCI 319 Marine Policy
PSCI 229 Global Political Economy
PSCI 273/ENVI 273 Politics without Humans?

Variations from the requirements of the concentration must be approved in writing by the Chair of Environmental Studies. Students are urged to consult with program faculty and the Chair as soon as they develop an interest in the concentration or if they intend to study away.

In addition to courses fulfilling the concentration requirements, the following are offered:

Environmental Studies 397, 398 Independent Study of Environmental Problems
Environmental Studies 493-W31-494 Honors Thesis and Senior Research

Winter study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which they would like to become more familiar. We encourage students 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.
Class Format: lecture/discussion Requirements/Evaluation: participation, in-class exercises, several writing assignments and a midterm and final exam Prerequisites: none
Enrollment Limit: 35 Expected Class Size: 35 Dept. Notes: required course for students wishing to complete the Environmental Studies concentration
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives ENVI Core Courses ENVP Core Courses ENVS Core Courses GBST Urbanizing World Electives

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Pia Kohler
LEC Section: 02 MR 01:10 02:25 Instructor: Nicolas Howe

ENVI 102(S) Introduction to Environmental Science
Environmental science is the interdisciplinary study of the Earth's systems through the synthesis of physical, chemical, geological, and biological perspectives. This course introduces students to the scientific methods used to assess human impacts on the environment. This is important because with the human population expected to grow to more than nine billion people by 2050, we will continue to struggle to find ways to solve, or at least mitigate, the growing environmental

consequences of our activities. In this course, we will take a problem-oriented approach to environmental science, focusing on five key questions: 1) *Do we have sufficient material resources for the future world population?* 2) *How can we feed our growing population?* 3) *How can this population maintain a clean environment?* 4) *Do we have sufficient sustainable energy resources for a growing population?* and 5) *How will this growing population change our planet?* Over the course of this semester, we will explore the science necessary to understand the underlying environmental systems involved and to develop effective scientific and policy solutions. We will also touch on how science can (and cannot) influence broader issues associated with complex environmental problems. Field and laboratory exercises will generate data that students will analyze, interpret and compare to historic data sets. Students will design and complete an independent project on an environmental science topic of their choice.
Class Format: two 75-minute lecture/discussion sessions, and one 3-hour field/laboratory session each week Requirements/Evaluation: lab reports; class participation; reaction papers; quizzes/exam; independent project presentation and paper Prerequisites: none; no seniors without permission of the instructors Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: first-year students Dept. Notes: required course for majors in Environmental Policy & Environmental Science
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVP Core Courses ENVS Core Courses EXPE Experiential Education Courses

Spring 2016
LEC Section: 01 TR 08:30 09:45 Instructor: Alex Apotsos
LAB Section: 02 T 01:00 04:00 Instructor: Alex Apotsos
LAB Section: 03 R 01:00 04:00 Instructor: Alex Apotsos

ENVI 103(F) Global Warming and Natural Disasters Crosslistings: GEOS 103/ENVI 103
The destruction caused by recent storms such as Irene and Sandy, devastation of prolonged drought in the African Sahel, catastrophic flooding and mudslides in SE Asia and sea level encroachment on the Alaska coast are visible examples of natural disasters that may be modulated by climate change. Global climate change, together with environmental degradation and the explosive growth of urban areas, 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 global 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, trends in weather and climate and options for mitigating future impacts.
Class Format: lectures, 3 hours per week; laboratory, 2 hours per week
Requirements/Evaluation: evaluation based on written reports from laboratories, class participation, two hour exams and a final exam Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: first-year and sophomore students
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-A Electives SCST Related Courses

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructors: David Dethier, Alex Apotsos
LAB Section: 02 M 01:00 03:00 Instructor: David Dethier
LAB Section: 03 W 01:00 03:00 Instructor: Alex Apotsos

ENVI 104(S) Oceanography Crosslistings: GEOS 104/ENVI 104/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 covers 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 human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.
Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip Requirements/Evaluation: evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam Prerequisites: none Enrollment Limit: 48 Expected Class Size: 48 Enrollment Preferences: first-year and sophomore students Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-A Electives EXPE Experiential Education Courses

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Mea Cook
LAB Section: 02 M 01:00 03:00 Instructor: Mea Cook
LAB Section: 03 T 01:00 03:00 Instructor: Mea Cook

ENVI 105 The Co-Evolution of Earth and Life Crosslistings: GEOS 101/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.
Class Format: lecture; one laboratory per week plus one all-day field trip
Requirements/Evaluation: evaluation will be based on lab work, short quizzes, midterms, a writing project, and a final exam Prerequisites: none Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: underclassmen
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-A Electives

Not Offered Academic Year 2016
LEC Instructor: Phoebe Cohen

ENVI 108 Energy Science and Technology (Q) Crosslistings: PHYS 108/ENVI 108
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.
Class Format: lecture twice a week Requirements/Evaluation: 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 MATH 130 Enrollment Limit: 40 Expected Class Size: 40
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives

Not Offered Academic Year 2016
LEC Instructor: Jefferson Strait

ENVI 134(S) The Tropics: Biology and Social Issues (D) Crosslistings: BIOL 134/ENVI 134
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, Oceanea, 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. 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 lifelong exploration of human diversity.
Class Format: lecture/debate, three hours per week Requirements/Evaluation: evaluation will be based on two hour exams, a short paper, panel preparation, and a final exam Prerequisites: none Enrollment Limit: 60 Expected Class Size: 60 Enrollment Preferences: seniors, juniors, sophomores, and first-year students—in that order Dept. Notes: does not count for major credit in Biology; does not satisfy the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Exploring Diversity
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives GBST African Studies Electives PHLH Biomedical Determinants of Health SCST Elective Courses

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: David Smith

ENVI 203(F) Ecology (Q) Crosslistings: BIOL 203/ENVI 203
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).
Class Format: lecture/laboratory, six hours per week Requirements/Evaluation: evaluation will be based on problem sets, lab reports, hour exams, and a final exam Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor Enrollment Limit: none Expected Class Size: 35 Dept. Notes: required course for the majors in Environmental Policy & Environmental Science and Environmental Studies concentration; satisfies the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Core Courses ENVP Core Courses ENVS Core Courses

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: David Smith
LAB Section: 02 M 01:00 04:00 Instructor: David Smith
LAB Section: 03 T 01:00 04:00 Instructor: David Smith

ENVI 205(F) Geomorphology Crosslistings: GEOS 201/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 is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape. This class emphasizes the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on landforms may be strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction - planned or unplanned— with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and stereo air photos.
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains Requirements/Evaluation: evaluation will be based on two hour exams, a project, lab work and class participation Prerequisites: any 100-level GEOS course or permission of instructor Enrollment Limit: 18 Expected Class Size: 15
Distributional Requirements: Division 3
Other Attributes: AMST Space and Place Electives ENVI Natural World Electives ENVS Group EG-B Electives

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: David Dethier
LAB Section: 02 T 01:00 04:00 Instructor: David Dethier

ENVI 206 Renewable Energy and the Sustainable Campus Crosslistings: GEOS 206/ENVI 206
Rising oil and electricity costs disrupt the economy and help fuel global insecurity. Extraction of fossil fuels degrades the environment. Clearer understanding of how fossil-fuel consumption contributes to global climate change is increasing the 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's operations and purchasing become more sustainable? 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.
Class Format: seminar, three hours per week Requirements/Evaluation: 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 Class Size: 20 Enrollment Preferences: sophomores
Distributional Requirements: Division 3
Other Attributes: AMST Space and Place Electives ENVI Natural World Electives ENVS Group EG-C Electives EXPE Experiential Education Courses

Not Offered Academic Year 2016
LEC Instructor: David Dethier

ENVI 207(F) Earth Resources Crosslistings: GEOS 205/ENVI 207
The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding Earth's resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses.
Class Format: lecture Requirements/Evaluation: one hour exam, a final exam, lab exercises, and class participation Prerequisites: one 100-level GEOS course or permission of instructor Enrollment Limit: 18 Expected Class Size: 18 Enrollment Preferences: sophomores and Geosciences majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EG-C Electives

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Ronadh Cox
LAB Section: 02 R 01:00 04:00 Instructor: Ronadh Cox

ENVI 208 Science and Politics in Environmental Decision Making (D)
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.
Class Format: lecture/discussion with some role-play exercises Requirements/Evaluation: several shorter writing assignments and a final project Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Dept. Notes: satisfies the "policy elective" requirement of the Environmental Policy major and the "Environmental Policy" requirement of the Environmental Studies concentration
Distributional Requirements: Non-divisional Exploring Diversity
Other Attributes: ENVI Environmental Policy ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives PHLH Nutrition,Food Security+Environmental Health

Not Offered Academic Year 2016
LEC Instructor: Pia Kohler

ENVI 209 Ecologies of Place: Culture, Commodities and Everyday Life Crosslistings: ENVI 209/ANTH 209/AMST 209
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.
Class Format: lecture/discussion Requirements/Evaluation: three 5- to 7-page essays and several shorter writing assignments Prerequisites: none; open to first-year students
Enrollment Limit: 20 Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP PE-B Group Electives ENVP PTL-A Group Electives ENVP SC Theory/Method Courses ENVP SC-B Group Electives

Not Offered Academic Year 2016
LEC Instructor: Nicolas Howe

ENVI 210 Governing Nature (W) Crosslistings: ANTH 210/ENVI 210/JLST 210
This course analyzes the regulation of natural resources, primarily in today's United States. We will study how shared definitions of nature and, hence, nature's resources are instituted in law and policy and the extent to which these legal mandates shape actual landscapes. We will examine the workings of government bureaucracies—for example, the U.S. Forest Service and the National Park Service—to see how their understanding and administration of natural resources operate on the ground and affect local communities. We will consider an array of questions: What is the relationship between nature and what anthropologists call "the State"? Does scientific expertise command authority? When is the governance of natural resources synonymous with the governance of people? To what extent are taken-for-granted terms like "endangered" in reality social and legal constructs? In order to unpack these and other puzzles, we will turn to historical works and ethnography, focusing on insights from political and environmental anthropology. We will also read legal doctrine, such as the Wilderness Act of 1964 and judicial opinions regarding tribal sovereignty and fishing rights. Our case studies will range from rivers and national forests in the American Southwest to local conservation issues in the Berkshires, including land trusts.
Class Format: seminar Requirements/Evaluation: active participation, two 5- to 7-page papers on assigned readings, one 12- to 15-page research paper Prerequisites: none
Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Anthropology and Sociology majors, ENVI majors/concentrators and Justice and Law concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives ENVI Environmental Policy ENVP PE-B Group Electives ENVP PTL-A Group Electives ENVP SC-B Group Electives JLST Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Natalie Vena

ENVI 211(S) Race and the Environment (D) Crosslistings: AFR 211/ENVI 211/SOC 211/AMST 211
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a self-scheduled final Prerequisites: none Enrollment Limit: 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives PHLH Nutrition,Food Security+Environmental Health PHLH Social Determinants of Health

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: James Manigault-Bryant

ENVI 213(F,S) Introduction to Environmental and Natural Resource Economics (Q) Crosslistings: ECON 213/ENVI 213
We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.
Class Format: lecture Requirements/Evaluation: problem sets, short papers, a midterm, and a final exam Prerequisites: ECON 110 Enrollment Limit: 40 Expected Class Size: 30 Enrollment Preferences: sophomores if course is overenrolled
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVI Environmental Policy ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Sara Adler Mandelbaum

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Sarah Jacobson

ENVI 214(S) Remote Sensing and Geographic Information Systems Crosslistings: GEOS 214/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
Requirements/Evaluation: based on weekly lab exercises, two take-home exams and a final project **Prerequisites:** at least one introductory course in BIOL, ENVI, or GEOS **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Geosciences and Biology majors and Environmental Studies majors and concentrators **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Methods Courses EXPE Experiential Education Courses

Spring 2016
LEC Section: 01 MW 11:00 12:15 Instructor: Paul Karabinos
LAB Section: 02 M 01:00 04:00 Instructor: Paul Karabinos

ENVI 215 **Climate Changes (Q)** **Crosslistings:** GEOS 215/ENVI 215
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.
Class Format: lecture, three hours per week; one three-hour lab per week
Requirements/Evaluation: 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 GEOS, CHEM, or PHYS or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Geosciences majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-B Electives MAST Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Mea Cook

ENVI 216(S) **Philosophy of Animals (W)** **Crosslistings:** PHIL 216/ENVI 216
This course will investigate the mental lives of non-human animals. 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.
Class Format: seminar **Requirements/Evaluation:** four 4- to 6-page papers and one 10- to 12-page final paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students with at least one previous philosophy course **Dept. Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses

Spring 2016
SEM Section: 01 M 07:00 09:40 Instructor: Joseph Cruz

ENVI 217(S) **Environmental Humanities: Theory and Practice (D)** **Crosslistings:** ENVI 217/AMST 216
How does culture shape our use and imagination of the physical environment? And how does the physical environment shape culture in turn? These are the central questions of the environmental humanities. This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer these questions by incorporating insights from social theory and cultural criticism. Focusing on studies of land and landscape in the Americas from the time of European colonization to the present, it will examine key works from fields such as environmental history, ecocriticism, environmental philosophy, and cultural geography, and it will survey the major methodological and theoretical commitments that unite these fields. Emphasis will be placed on the ideological critique of modernity. How have scholars made environmental sense of liberalism, colonialism, capitalism, nationalism, sexism, racism, and speciesism? 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?
This course fulfills the Exploring Diversity requirement.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5- to 7-page essays; several shorter writing assignments **Prerequisites:** ENVI 101 or permission of instructor
Enrollment Limit: 19 **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Critical and Cultural Theory Electives AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC Theory/Method Courses

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Nicolas Howe

ENVI 218(S) **"Ecologismo": Literature, Culture and the Environment in Latin America**
Crosslistings: RLSP 214/ENVI 218
How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies—including massive disparities of wealth and poverty; the cultural and political impact, of sizable indigenous populations; and the complex histories of colonialism, dependency and neoliberalism—inform Latin American responses to environmental issues? How does Latin America's "environmental imaginary" differ from those of the US and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Ernesto Cardenal (Nicaragua) and Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.
Class Format: seminar **Requirements/Evaluation:** evalution based on three 5- to 7-page essays, reaction papers, oral presentations, active and informed class participation
Prerequisites: one course RLSP 105 and above, placement exam, or permission of instructor
Enrollment Limit: 20 **Expected Class Size:** 15 **Enrollment Preferences:** Spanish majors, Envi majors and concentrators
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Jennifer French

ENVI 220(S) **Field Botany and Plant Natural History** **Crosslistings:** BIOL 220/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 systemics and phylogeny, and characteristics of plant families and cultural and economic uses of plants, native species. The labs cover field identification, natural history, and ecology of local species.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on exams, field quizzes, field notebook and a class project **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 25 **Enrollment Preferences:** seniors, Biology majors, and Environmental Studies majors & concentrators **Dept. Notes:** satisfies the distribution requirement in the Biology major **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives EXPE Experiential Education Courses PHLH Nutrition,Food Security+Environmental Health

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Joan Edwards
LAB Section: 02 T 01:00 04:00 Instructor: Joan Edwards
LAB Section: 03 W 01:00 04:00 Instructor: Joan Edwards

ENVI 221 **Introduction to Urban Studies: Shaping and Living the City** **Crosslistings:** LATS 220/AMST 221/ENVI 221
Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (5-7 pages) and final essay (8-10 pages)
Prerequisites: none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** first and second year students as well as American Studies majors and Latina/o Studies concentrators **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ASAM Related Courses ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives EXPE Experiential Education Courses GBST Urbanizing World Electives LATS Core Electives

Not Offered Academic Year 2016
LEC Instructor: Merida Rua

ENVI 223T **Colonial Landscapes: Latin America's Contemporary Environmental Literature (D) (W)** **Crosslistings:** RLSP 223/ENVI 223/COMP 263
"It is not by coincidence that our societies are both racist and anti-ecological," wrote the Chilean sociologist Fernando Mires in his now-classic study, *The Discourse of Nature*. This tutorial explores works of contemporary literature that implicitly and explicitly link Latin America's ongoing environmental crisis to the region's long and multi-layered history of colonialism: novels by Sylvia Iparraguirre (Argentina), Mayra Montero (Puerto Rico), Giaconda Belli (Nicaragua), Luis Sepúlveda (Chile); poetry by Homero Aridjis (México); essays by Octavio Paz (Mexico), Eduardo Viveiros de Castro (Brazil), and more. Representing a wide variety of geographies, literary styles and ideological perspectives, these writers nevertheless converge in challenging us to consider the effects of environmental crisis within structures of power that are radically unequal at the local, national, and global levels; and to recognize that consciousness of environmental vulnerability can prompt new forms of inclusion and community as well as exclusion. Topics to be explored also include the role of indigenous cosmologies in contemporary environmental politics, the place of urban ecologies within the environmental imaginary, and the ongoing debates among academic critics and others regarding the scope and methodologies of ecocriticism as an approach to Latin American literature.
Students have the option of tutorial in Spanish or in English; partners will be assigned accordingly. Each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5-page paper that one of the partners has submitted the night before. This adds up to a substantial amount of (reading and) writing for each student in the course, i.e., six 5-page essays over the course of the semester. This tutorial meets the goals of the Exploring Diversity Initiative by challenging students to position themselves, intellectually and imaginatively, in the space of those excluded from modernity's material benefits as they struggle to brace themselves against its catastrophic environmental effects.
Class Format: tutorial **Requirements/Evaluation:** each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5-page paper that one of the partners has submitted the night before **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring in Spanish or Environmental Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives

Not Offered Academic Year 2016
TUT Instructor: Jennifer French

ENVI 224(F) **The Rise and Fall of Civilizations** **Crosslistings:** ANTH 214/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.
Class Format: lecture/class discussion Requirements/Evaluation: midterm, final exam, paper, two quizzes Prerequisites: none Enrollment Limit: 30 Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Antonia Foias

ENVI 226T The Oceans and Climate (W) Crosslistings: GEOS 226/ENVI 226/MAST 226
The oceans are a fundamental part of Earth's climate system. Ocean currents redistribute heat and water vapor around the globe, controlling temperature and precipitation patterns. Marine phytoplankton blooms and air-sea gas exchange modulate the atmospheric carbon dioxide concentration. The dynamic interaction of the atmosphere and the sea surface results in multi-year climate variations such as the El Niño-Southern Oscillation. This course will examine gradual and abrupt climate shifts from Earth's history and the ocean's role in driving, amplifying or dampening the changes, the ocean's response to anthropogenic greenhouse gas emissions, and the projected impacts of continued emissions and climate change on the ocean in the coming decades and millennia. We will analyze articles from the scientific literature that lay out the theory on the ocean's influence on climate, reconstruct past climate and ocean changes, test the mechanisms responsible for those changes, and with that knowledge, project the consequences of continued anthropogenic greenhouse gas emissions. Topics may include the climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify the intensity of ice ages, the instability of ocean circulation during ice-sheet retreat, the evolution of the El Niño-Southern Oscillation with changing carbon dioxide through the geologic past and the next century, ocean heat and carbon dioxide uptake during the last century and into the future, and the impact on sea level, seafloor methane reservoirs, ocean acidification, oxygenation and marine ecosystems.
Class Format: tutorial Requirements/Evaluation: each student will write five 5-page position papers; evaluation based on the critical analysis of reading from the scientific literature through writing and discussion Prerequisites: GEOS 104, GEOS 210 or permission of instructor
Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: sophomores and juniors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-B Electives ENVS Group EG-C Electives MAST Interdepartmental Electives

Not Offered Academic Year 2016
TUT Instructor: Mea Cook

ENVI 227 Utopias and Americas Crosslistings: REL 227/LATS 227/AMST 227/ENVI 227
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? This course considers the relationship between 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 on particular examples of utopianism in the U.S.A. We will attend to particular instances of utopian social dreaming that re-imagine time, space, environment, gender, family, education, and power. 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.
Class Format: seminar Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 19 Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Jacqueline Hidalgo

ENVI 228T(F) Water as a Scarce Resource (W) Crosslistings: ECON 228/ENVI 228
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?
Class Format: tutorial, meeting with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (5 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
Requirements/Evaluation: 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: ECON 110 or equivalent Enrollment Limit: 10 Expected Class Size: 10
Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Policy or Environmental Science or Environmental Studies, and to students who are already major or concentrators in those subjects Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives ENVI Environmental Policy ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives POEC Comparative POEC/Public Policy Courses

Fall 2015
TUT Section: T1 TBA Instructor: Ralph Bradburd

ENVI 233(S) The Industrial Animal
This class is inspired by a January 2015 New York Times exposé written by the food journalist Michael Moss. "At a remote research center on the Nebraska plains," he wrote, "scientists are using surgery and breeding techniques to re-engineer the farm animal to fit the needs of the 21st-century meat industry. The potential benefits are huge: animals that produce more offspring, yield more meat and cost less to raise. There are, however, some complications." There are always complications. In this class, we examine the historical development of the industrial animal. Exploring the physical, scientific, and political infrastructures that support American industrial meat production, we pay critical attention to the biological complications that have arisen in shaping animal life to fit the needs of the modern factory. We examine the methods—from synthetic vitamins and artificial light to antibiotics and artificial insemination—industrial producers use to overcome the obstacles of biology. Finally, we consider the industrialization of the meat animal in the context of the industrialization of feedstuff crops like corn and soy, changing US consumption patterns, local and national food politics, and the human labor that makes it all possible.
Class Format: lecture Requirements/Evaluation: midterm and final exam; papers
Prerequisites: none Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Environmental Policy & Environmental Science majors; Environmental Studies concentrators
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives PHLH Nutrition,Food Security+Environmental Health

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Adam Romero

ENVI 234(S) Economics of Developing Countries Crosslistings: ECON 204/ENVI 234
The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? When does globalization facilitate development? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce this set of issues, as analyzed by economists.
Class Format: lecture/discussion Requirements/Evaluation: short essays, mid-term examination, 15-page final paper Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: first-year and sophomore students Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2016
LEC Section: 01 Cancelled

ENVI 235 Environmental Political Theory Crosslistings: PSCI 235/ENVI 235
What is the relationship between politics and nature? Today, this question has been given special urgency by the reality of environmental degradation and the efforts of social movements that seek a more sustainable future. But the nature-politics relationship is also a longstanding source of controversy and insight within the history of political thought. In this class, we will consider the efforts of both canonical and contemporary political theorists to fashion political principles suited to organizing the comportment of human communities towards non-human nature. The texts we read will prompt us to question common presuppositions about human nature and the material settings of political life. They will also challenge us to reconsider the actors, spaces, and knowledge that constitute politics. By putting contemporary scholarly and activist visions of environmental justice and sustainability into dialogue with works by Aristotle, Hobbes, Rousseau, and others, we will become more familiar with the theoretical roots of contemporary debates about the environment and better equipped to notice elisions in both past and present conceptions of nature and politics. The course will primarily be driven by discussion, often introduced by 15-20 minute lectures.
Class Format: lecture/discussion Requirements/Evaluation: three papers of 5-7 pages each and class participation Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: first years and sophomores; then Political Science majors and Environmental Studies majors/concentrators Extra Info: please note that this is an introductory-level course with no prerequisites. First year students and those with no background in political theory are welcome, as are more experienced students
Distributional Requirements: Division 2
Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP PTL-A Group Electives ENVP SC-B Group Electives PSCI Political Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Laura Ephraim

ENVI 236(S) Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern Crosslistings: ARTH 236/CLAS 236/ENVI 236
This course traces the obscure history of demigods (satyrs, centaurs, nymphs, Pan, etc.) from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between the mythology of demigods and ancient political theory concerning primitive life; the relationship between the mythology and evolving conceptions of the environment, and the capacity of the visual arts to generate and transmit mythology that has a limited literary counterpart.
Individual demigods occasionally interact with gods or heroes, and end up in the pages of a book. But animal-human hybrids are usually envisioned en masse and exist primarily in visual art, where they thrive to this day. The interpretation of demigods has changed over time, keeping up with developments in ethics and evolving hierarchies of genre and taste. Demigods have been subordinated to the status of decoration, or banished altogether. In antiquity, they are hardly ornamental. Embodied in satyrs, nymphs, Pan, and the others is a collective vision of an alternate evolutionary trajectory and cultural history. In this parallel world, humans and animals not only talk to each other, they live similar lives, intermarry, and create new species. The distinction between nature and culture is not meaningful. Male and female are more or less equal. The industrial revolution never happens. How much of the ancient conceptual framework informing the representation of demigods survives along with the visual imagery? We will examine the origins and mythology of the demigods in works of ancient art, including sculpture and painted vases, such as the François vase and the Parthenon, and ancient texts, such as Hesiod's *Theogony* and Ovid's *Metamorphoses*. We will contextualize the representations within

ancient intellectual history via texts ranging in genre from Old Comedy and political theory to theology, religious history, philosophy, and ethics (e. g., Aristophanes, Demokritos, and Lucretius). We will investigate the survival of the ancient myth of evolutionary alterity. This will include consideration of the imagery of fifteenth- and sixteenth-century Italian painters such as Piero di Cosimo, Dosso Dossi, and Titian, the reevaluation of nature by the Romantics, Nietzsches' *Birth of Tragedy* and twentieth-century artists such as Picasso. We will also explore the function of demigods in modern literature from C. S. Lewis and J. K. Rowling.
Students who have some knowledge of the history of art (e. g., ARTH 101-102) will be well prepared to take this course. But it is designed to be comprehensible and meaningful to students with no background in art history.
The requirements of the course include: attendance; preparing and answering questions for discussion; one midterm, one final exam, and one final paper.
Class Format: lecture **Requirements/Evaluation:** attendance, participation, midterm exam, final exam, final short research paper **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 30 **Enrollment Preferences:** Art-History majors, Classics majors, sophomores, lottery
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1600 Courses

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Guy Hedreen

ENVI 239 **Introduction to Ecocriticism: North-South Dialogues on Nature and Culture (D)** **Crosslistings:** ENVI 239/COMP 238
This course will introduce students to the study of the relationship between literature and the environment, often referred to as 'ecocriticism,' through careful examination of Jean de Léry's 1577 *History of a Voyage to the Land of Brazil* and related texts. Léry's fascinating account of a yearlong stay among the 'cannibals' of Brazil gets at many of the themes and debates taken up by ecocritics today: How do political, economic, religious and philosophical factors influence individual and collective conceptions of 'nature' and its value? How do acts of reading and writing inform (or deform) our understanding of the 'natural' world? What is the role of aesthetics in environmental politics, and how can unspoken assumptions about race, gender, and cultural difference influence representations of global environmental issues like deforestation and global warming? Envi 239/Comp 238 fulfills the goals of the Exploring Diversity Initiative by contextualizing current questions of international environmental policy within the long history of colonialism, challenging students to think about cultural diversity as well as economic inequality as relevant to contemporary debates about the value and distribution of natural resources. In addition to Léry's *History*, we will also read landmarks of ecocritical theory by scholars including Lawrence Buell, William Cronon, Candace Slater and Jorge Marcone, as well as more recent literary interventions into environmental issues in the Americas.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5- to 7-page essays and several shorter writing assignments **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** majors in Environmental Policy, Environmental Science and Comparative Literature majors, Environmental Studies concentrators; other students interested are welcome **Dept. Notes:** satisfies the "Humanities, Arts and Social Sciences" requirement for the Environmental Studies concentration and theory/methods requirement for the "Society & Culture" track of the Environmental Policy major
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP SC Theory/Method Courses LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2016
LEC Instructor: Jennifer French

ENVI 244T(S) **Environmental Ethics** **Crosslistings:** ENVI 244/PHIL 244
What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.
Class Format: tutorial **Requirements/Evaluation:** one 5- to 7-page essay every other week (6 in all) and carefully prepared oral responses to partners' essays in alternate weeks; evaluation will be based on essays, oral critiques, and quality of discussion **Prerequisites:** ENVI 101 or one course in PHIL **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators **Dept. Notes:** meets Value Theory requirement only if registration is under PHIL **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: PHIL Contemporary Value Theory Courses

Spring 2016
TUT Section: T1 TBA Instructor: Julie Pedroni

ENVI 273 **Politics without Humans?** **Crosslistings:** PSCI 273/ENVI 273
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.
Class Format: lecture/seminar **Requirements/Evaluation:** class participation, three 6- to 8-page papers **Prerequisites:** none **Enrollment Limit:** 35 **Expected Class Size:** 15
Extra Info: please note that this is an introductory-level course with no prerequisites. First year students and those with no background in political theory are welcome, as are more experienced students
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy ENVP PTL-A Group Electives ENVP SC-B Group Electives PSCI Political Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Laura Ephraim

ENVI 283(S) **Dirty Politics: Regulating Hazardous Chemicals and Wastes** **Crosslistings:** ENVI 283/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.
Class Format: seminar **Requirements/Evaluation:** participation, several smaller assignments, and a final research project **Prerequisites:** ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Environmental Policy & Environmental Science majors, Environmental Studies concentrators, and Political Science majors **Dept. Notes:** satisfies the "Environmental Policy" requirement for the Environmental Policy major and the environmental studies concentration
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives ENVI Environmental Policy ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives PHLH Nutrition,Food Security+Environmental Health POEC Comparative POEC/Public Policy Courses PSCI Research Courses

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Pia Kohler

ENVI 285(S) **Writing About Science and Nature (W)** **Crosslistings:** ENVI 285/ENGL 286
Over the last few decades, the nature of nature has changed and so, necessarily, has nature writing. In this course we will read essays and articles by some of the most innovative science and nature writers working today. Students will also produce their own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a long final project.
Class Format: seminar **Requirements/Evaluation:** short writing exercises and a long final project **Prerequisites:** ENVI 101 or 102 **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Environmental Studies majors and concentrators
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Elizabeth Kolbert

ENVI 287 **The Dynamics of Globalization: Society, Religion and the Environment (D)** **Crosslistings:** REL 287/ENVI 287
This course offers a theoretical reflection on the social, cultural and environmental dynamics of globalization and their consequences for the nature and place of religion. Rather than argue for or against globalization, we first examine the nature of this new configuration and its relation to (post)modernity, asking questions such as: What are the cultural and social dynamics of globalization? What are the effects on the nature of the state and the political practices that take place in the global world? What are its environmental consequences? We then shift to examining the role of religion, arguing that its renewed relevance is a function of the socio-cultural transformations that globalization brings about, particularly the loss of community and the increasing atomization of individuals. We conclude by examining some of the perspectives created by the new religious expressions that attempt to respond to this situation, from personal spiritual quests as manifested in interest in Buddhism, ecology or mountain climbing, to various forms of fundamentalism, such as Evangelicalism, the fastest growing religious movement in the Americas, and the most radical forms of Islamicism. Reading list: Harvey, *The Condition of Postmodernity*; Castells, *The Rise of the Network Society*; Bauman, *Globalization*; Kivisto, *Multiculturalism in a Global Society*; Casanova, *Public Religions in the Modern World*; Ortner, *Life and Death on Mt. Everest*; Matthews, *Global Cultura/ Individual Identity*; Shuck, *Mark of the Beast*; Roy, *Globalized Islam*.
Requirements/Evaluation: a class presentation and a research paper (15 pages) **Prerequisites:** none **Enrollment Limit:** 22 **Expected Class Size:** 22 **Enrollment Preferences:** Religion majors and Environmental Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives GBST Economic Development Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Georges Dreyfus

ENVI 291(S) **Religion and the American Environmental Imagination (W)** **Crosslistings:** ENVI 291/REL 291/SOC 291
This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Drawing widely on both religious studies and the environmental humanities, we will examine the works of famous environmental thinkers such as Henry David Thoreau and Wendell Berry, as well as a number of lesser-known writers from non-Christian backgrounds. We will read these writers alongside recent scholarship on religion and ecology to understand how they were 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, with particular emphasis on agrarianism, wilderness preservation, and climate justice.
Class Format: seminar **Requirements/Evaluation:** a 15- to 18-page research paper and several shorter writing assignments **Prerequisites:** ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Environmental Studies majors and concentrators

Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Nicolas Howe

ENVI 302(F) **Environmental Planning**
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.
Class Format: seminar discussion/project lab **Requirements/Evaluation:** short written exercises, class presentations, public presentations, and final group report **Prerequisites:** ENVI 101 and BIOL/ENVI 203, or permission of instructor; open to juniors and seniors only **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Environmental Policy majors, Environmental Studies majors and Environmental Studies concentrators **Dept. Notes:** required course for students wishing to complete the majors in Environmental Policy & Environmental Science and the Environmental Studies concentration **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Non-divisional
Other Attributes: AMST Space and Place Electives ENVI Core Courses ENVP Core Courses ENVS Core Courses EXPE Experiential Education Courses SCST Related Courses

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Sarah Gardner
LAB Section: 02 T 01:00 04:00 Instructor: Sarah Gardner
LAB Section: 03 R 01:00 04:00 Instructor: Sarah Gardner

ENVI 303(F) **Cultures of Climate Change (W)** **Crosslistings:** ENVI 303/SOC 303
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.
Class Format: seminar **Requirements/Evaluation:** a 15- to 18-page research paper and several shorter writing assignments **Prerequisites:** ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Environmental Policy & Environmental Science majors and Environmental Studies concentrators first; Anthropology and Sociology majors second
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP PTL Theory/Method Courses ENVP SC-A Group Electives ENVP SC-B Group Electives

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Nicolas Howe

ENVI 306(F) **A History of an African City** **Crosslistings:** HIST 307/AFR 313/ENVI 306
The city of Nairobi was founded solely to serve the needs of white colonials and settlers. Fifty years later—in the 1960s—it had become dominated by Africans and is now, in the 21st Century, a major global city with over 4 million people. This course will trace the history of Nairobi from the 19th century to the present.
We will focus on the city's political and economic development, its racial conflicts, as well as the daily experience of various groups of city dwellers. We will also look at the growth of the city's physical infrastructure—its transportation, housing, trade, and labor networks. Students will also get a chance to read about the various artistic movements in Nairobi, focusing especially on music, theater, and street performances.
Class Format: lecture **Requirements/Evaluation:** two 7-page papers and one 12- to 15-page paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** seniors; History majors
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives GBST Urbanizing World Electives HIST Group A Electives - Africa

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Kenda Mutongi

ENVI 307(F) **Environmental Law** **Crosslistings:** ENVI 307/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.
Class Format: seminar **Requirements/Evaluation:** based on several short writing assignments, a term research project, and active participation in class. **Prerequisites:** ENVI 101 or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 25 **Dept. Notes:** required course for students wishing to complete the major in Environmental Policy; satisfies the "Environmental Policy" requirement for the Environmental Studies concentration **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives ENVI Environmental Policy ENVP Core Courses JLST Enactment/Applications in Institutions MAST Interdepartmental Electives POEC U.S. Political Economy + Public Policy Course SCST Elective Courses

Fall 2015
LEC Section: 01 M 07:00 09:40 Instructor: David Cassuto

ENVI 309 **Environmental Politics and Policy (W)** **Crosslistings:** ENVI 309/HSCI 309/SCST 309/PSCI 301
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.
Class Format: seminar **Requirements/Evaluation:** evaluation is based on several shorter writing assignments, a semester-long research project, and participation **Prerequisites:** ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Environmental Policy & Environmental Science majors & Environmental Studies concentrators; but other students interested in public policy are welcome **Dept. Notes:** required course for the Environmental Policy major and the Environmental Studies concentration
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy ENVP PTL Theory/Method Courses ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
SEM Instructor: Brian McCammack

ENVI 311(F) **History of the Chemical Revolution in US Agriculture**
Where do fertilizers, pesticides, and other agricultural chemicals come from? How are they made and why are they used? Why does the United States use so much more than other countries? This class examines the development of US agriculture through a lens of the chemical revolution. We begin with a study of the intensive growth of the US chemical industry and US agriculture during and after WWI, situating their growth within an era of chronic farm surplus. We then turn to the dramatic increases in chemical consumption among all branches of agriculture following WWII, paying particular attention to the relationships between seed technology, chemical warfare, mechanization, labor, government institutions, and petroleum-based organic chemicals. We conclude by turning our historical understanding of US agrochemical development toward the current state of US agriculture and examine the rationales and policies that support the ongoing consumption of industrial chemicals across the entire US agricultural complex.
Class Format: lecture **Requirements/Evaluation:** midterm and final exams; papers **Prerequisites:** ENVI 101 **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Environmental Policy and Environmental Science majors; Environmental Studies concentrators
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy ENVP PTL-A Group Electives ENVP SC-A Group Electives

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Adam Romero

ENVI 312(F) **Communities and Ecosystems (Q)** **Crosslistings:** BIOL 302/ENVI 312
An advanced ecology course that examines how species interact with each other and their environment with a focus on conservation implications. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments but will also include some laboratory microcosm experiments. The laboratory component of the course will culminate with a self-designed independent or group project.
Class Format: lecture/laboratory, six hours a week **Requirements/Evaluation:** evaluation will be based on lab reports, a midterm exam, a term project presentation, and a final project paper **Prerequisites:** BIOL/ENVI 203 or 220 **Enrollment Limit:** 28 **Expected Class Size:** 24 **Enrollment Preferences:** Biology majors and Environmental Studies majors and concentrators **Dept. Notes:** satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives ENVS Group EB-A Electives EXPE Experiential Education Courses

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Manuel Morales
LAB Section: 02 W 01:00 04:00 Instructor: Manuel Morales

ENVI 313 **Chicago** **Crosslistings:** LATS 312/AMST 312/ENVI 313
"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind 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.
Class Format: discussion **Requirements/Evaluation:** 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) **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221
Distributional Requirements: Division 2

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives GBST Urbanizing World Electives LATS Core Electives

Not Offered Academic Year 2016
LEC Instructor: Merida Rua

ENVI 314(S) **Sediment Records of Climate Change** **Crosslistings:** GEOS 314/MAST 314/ENVI 314
Sediments and sedimentary rocks may appear unassuming but they are an extraordinarily rich archive of Earth's geologic history, including Earth's past climate. In the first half of this class, we will survey techniques of stratigraphic analysis and dating of sediments, including paleomagnetism, seismic stratigraphy, biozones, and radioisotope methods. In the second half, we will survey the wide variety of methods for reconstructing past climate from sediments including the composition and texture of the sediment, the assemblage of fossils, and the elemental and isotope chemistry of sediment components. These are used to reconstruct many climatic parameters from the past, including the temperature and salinity of seawater, atmospheric carbon dioxide concentration, ocean circulation, sea ice distribution, global terrestrial ice volume, terrestrial biomes, and in some cases, seasonal to interannual climate variability. In labs and independent projects, students will apply these tools to a collection of sediment samples spanning eight million years from the warm Miocene to the present collected from the Monterey Bay region by GEOS 25 during WSP. Students who register for this class are strongly encouraged to take GEOS 25, and are given enrollment preference in that course.
Class Format: lecture/lab **Requirements/Evaluation:** evaluation based on weekly papers, discussions, and a research project **Prerequisites:** GEOS 104 or GEOS 210 or GEOS 215 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Geosciences and Environmental Geosciences majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-C Electives MAST Interdepartmental Electives

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Mea Cook
LAB Section: 02 W 01:00 04:00 Instructor: Mea Cook

ENVI 315(S) **Ecocriticism** **Crosslistings:** ENGL 318/ENVI 315
How does the human imagination encounter its environment? This overarching question is of particular importance now, as the humanities struggle to address the ecological crises of our time. We'll read from the long tradition of environmentally-minded literary works in order to historicize concepts of nature and wilderness, as well as from more recent theoretical and creative writing that reflects an increasing awareness of climate change, toxic waste and pollution, habitat loss and species extinction, population expansion, and other forms of environmental catastrophe. Our readings will be drawn from various genres and will include both classic works (such as Henry David Thoreau's *Walden* and Rachel Carson's *Silent Spring*) as well as the work of contemporary writers, some of whom we'll engage in person during several brief on-campus residencies. Finally, we'll explore via our own writing the ethical and aesthetic imperative to find ways of imagining this ever-changing relation between the imagination and the environment.
Class Format: seminar **Requirements/Evaluation:** engaged and thoughtful participation, frequent short responses, and two papers **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** students in English or Environmental Studies; seniors; but decided case by case
Distributional Requirements: Division 1
Other Attributes: AMST Space and Place Electives

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Jessica Fisher

ENVI 318 **California: Myths, Peoples, Places (W)** **Crosslistings:** LATS 318/AMST 318/REL 318/COMP 328/ENVI 318
"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."
Class Format: seminar **Requirements/Evaluation:** this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** none **Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Jacqueline Hidalgo

ENVI 328(F) **Global Environmental Politics (W)** **Crosslistings:** ENVI 328/PSCI 328
In the last two weeks of our Fall 2015 semester, world leaders will gather in Paris with the aim of finalizing an arduously negotiated global agreement on climate change. This new treaty will determine whether we, as a global community, can still be on track to avoid catastrophic climate change. In the first ten weeks of this writing-intensive course, we will turn to a broad array of case studies to examine how, by whom, and to what effect global environmental governance is shaped and implemented. Case studies will build on original documents, scholarship from a variety of disciplines, and class visits by practitioners and negotiators and will include chemicals management, atmospheric pollution, species protection, transboundary movement of genetically modified organisms, forest management, and environmental rights. By building on the last four decades of international efforts to regulate the environmental commons, we will develop research projects to complete as we engage in a "virtual field-trip" to the Paris Climate Summit in the last two weeks of the semester.
Class Format: seminar **Requirements/Evaluation:** participation, several shorter writing assignments, and a research paper to be completed in stages over the course of the semester **Prerequisites:** ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Environmental Policy majors, Environmental Science majors, Environmental Studies concentrators and Political Science majors **Dept. Notes:** satisfies the "Environmental Policy" requirement for the Environmental Policy major and the Environmental Studies concentration **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy ENVP PTL Theory/Method Courses ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives JLST Interdepartmental Electives POEC International Political Economy Courses PSCI Research Courses

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Pia Kohler

ENVI 332(S) **Environmental Justice (D) (W)** **Crosslistings:** ANTH 332/ENVI 332/JLST 332/GBST 332
This course explores the concept of justice and the ways in which interested parties have defined that term in relation to man-made environmental hazards. We will analyze episodes of environmental injustice recounted in ethnography, literature, and historical works. To familiarize ourselves with the remedies available to people disproportionately affected by environmental perils, we will read domestic and international legal doctrine as well as documents produced by the U.S. Environmental Protection Agency and the United Nations Environment Programme. Our initial readings will include philosophical treatises on justice as well as texts outlining the spatial dimensions of social inequality. In the United States, our case studies will range from air quality in the South Bronx to water pollution in New Jersey and West Virginia. Internationally, we will study the effects of oil extraction in the Niger Delta as well as climate change adaptation in nations that emit relatively little carbon dioxide. Throughout the course, we will discuss how lawyers and the communities they represent mobilize scientific evidence to achieve desired ends. Simultaneously, we will consider the extent to which otherwise marginalized people participate in environmental law- and policymaking. This course satisfies the EDI requirement, by critically examining the unequal exposure of different social groups to environmental harms.
Class Format: seminar **Requirements/Evaluation:** one 15- to 20-page research paper, an in-class presentation, one 6-page essay, and three 1-page response papers **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology and Sociology majors, ENVI majors/concentrators and Justice and Law concentrators
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Space and Place Electives ENVI Environmental Policy ENVP PE-A Group Electives ENVP PE-B Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives ENVP SC-B Group Electives JLST Interdepartmental Electives PHLH Nutrition,Food Security+Environmental Health

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Natalie Vena

ENVI 341 **Toxicology and Cancer** **Crosslistings:** CHEM 341/ENVI 341
What is a poison and what makes it poisonous? Paracelcus 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.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation is 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:** CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry **Enrollment Limit:** 30 **Expected Class Size:** 24 **Dept. Notes:** required for the Chemistry track through the Environmental Science major and satisfies the Natural World requirement for the Environmental studies concentration
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives ENVI Natural World Electives ENVS Group EB-A Electives ENVS Group EC-B Electives PHLH Biomedical Determinants of Health

Not Offered Academic Year 2016
LEC Instructor: David Richardson

ENVI 346 **Environmental Psychology** **Crosslistings:** PSYC 346/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 proenvironmental 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.
Class Format: empirical lab course **Requirements/Evaluation:** a series of papers, two essay exams, written and oral reports of research **Prerequisites:** PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended. **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors and Environmental Studies concentrators
Distributional Requirements: Division 2

Other Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Not Offered Academic Year 2016
SEM Instructor: Kenneth Savitsky

ENVI 351(F,S) **Marine Policy** **Crosslistings:** MAST 351/ENVI 351/PSCI 319
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.
Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore **Requirements/Evaluation:** an independent research paper, a presentation, and a final exam **Dept. Notes:** satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration **Extra Info:** offered only at Mystic Seaport
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy ENVP PTL Theory/Method Courses ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives EXPE Experiential Education Courses POEC International Political Economy Courses

Fall 2015
LEC Section: 01 TBA Instructor: Catherine Hall

Spring 2016
LEC Section: 01 TBA Instructor: Catherine Hall

ENVI 364(F,S) **Instrumental Methods of Analysis** **Crosslistings:** CHEM 364/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. Student will gain knowledge and understanding of the theory and practical use of a variety of instrumental techniques; including, but not limited to, chromatography, mass spectrometry, thermal methods, electroanalytical techniques, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies, with examples drawn from the current literature. Analytical chemical and instrumental techniques will be developed in the lecture and extensively applied within the laboratory. These skills are useful in a wide variety of scientific areas. Through exploration of primary literature and review articles we will discuss recent developments in instrumental methods and advances in the approaches used to address modern analytical questions.
Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on class participation, problem sets, oral presentation and discussion of selected topics, laboratory work, and an independent project
Prerequisites: CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 8
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives ENVI Natural World Electives ENVS Group EB-A Electives ENVS Methods Courses MTSC Related Courses

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Patrick Barber
LAB Section: 02 T 01:00 05:00 Instructor: Patrick Barber
LAB Section: 03 R 01:00 05:00 Instructor: Patrick Barber

Spring 2016
LEC Section: 01 Cancelled
LAB Section: 02 Cancelled

ENVI 371 **The History of U.S. Environmental Politics** **Crosslistings:** HIST 371/ENVI 371
The politics surrounding the environment today are a super-heated source of conflict, at the same time that most opinion polls show that Americans widely embrace many environmental protections. While environmental concerns have long been a part of local politics in America, this course will largely explore the emergence and prominence of environmental issues in national politics from the first organized conservation efforts in the late nineteenth century to the present-day concerns with the global environment. Throughout the course, we will investigate both how changes in the environment have shaped American politics and how political decisions have altered the American, 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, weekly critical writing, an analytical essay, and a final exam **Prerequisites:** none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** History, Environmental Policy, and Environmental Science majors or prospective majors if the course is over-enrolled
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
LEC Instructor: Karen Merrill

ENVI 378(F) **Nature/Writing** **Crosslistings:** ENGL 378/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.
Class Format: discussion/seminar **Requirements/Evaluation:** two 10-page papers, regular class attendance, and participation in discussions **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** English majors and Environmental Studies concentrators
Distributional Requirements: Division 1
Other Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: David Smith

ENVI 386(S) **Environmental and Natural Resource Policy (Q)** **Crosslistings:** ECON 386/ENVI 386/ECON 518
Economic activity often damages the environment significantly, especially in developing countries. Firms may clear-cut valuable forests, while consumers may drive high-pollution vehicles with little thought for the environmental consequences. Economists have proposed a variety of policy remedies, from pollution taxes to tradable permit schemes and restrictions on the quantity of pollution. This course first examines the relative merits of these policies from a theoretical perspective. When pollution damage is uncertain, is it better to use a pollution tax or a quantity restriction? Is it worse to set a pollution tax too high than to set it too low? It then proceeds to the practical issues that attend policy implementation, particularly where state capacity is limited. What is the best policy when inspectors can be threatened or bribed? When resource extraction is hard to monitor? Case studies will likely include policies aimed at deforestation, mineral ownership and extraction, particulate air pollution from industry and transportation, and carbon emissions from electricity generation. In evaluating policies we will think about both efficiency and the distribution of costs and benefits. (What if environmental regulation only benefits the wealthiest people in a country?) We will also examine the environmental consequences of policies aimed at other problems, like poverty and low education.
Class Format: seminar **Requirements/Evaluation:** problem sets, paper, brief presentation, a midterm, and a final exam **Prerequisites:** ECON 251, familiarity with statistics **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** senior Economic majors and CDE fellows **Dept. Notes:** this course satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVI Environmental Policy ENVP PTL Theory/Method Courses ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Matthew Gibson

ENVI 388 **Urbanization and Development** **Crosslistings:** ECON 388/ECON 517/ENVI 388
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?
Class Format: lecture/discussion **Requirements/Evaluation:** a midterm and a final exam, plus a paper that evaluates specific problems, policy alternatives, and provides some analysis of relevant data **Prerequisites:** ECON 251 plus POEC 253, ECON 255, 502 or 503; undergraduate enrollment limited and requires instructor's permission **Expected Class Size:** 20
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy GBST Urbanizing World Electives POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
LEC Instructor: Stephen Sheppard

ENVI 397(F) **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.
Class Format: independent study **Prerequisites:** approval by the Chair of Environmental Studies
Distributional Requirements: Non-divisional

Fall 2015
IND Section: 01 TBA Instructor: Ralph Bradburd

ENVI 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.
Class Format: independent study **Prerequisites:** approval by the Chair of Environmental Studies
Distributional Requirements: Non-divisional

Spring 2016
IND Section: 01 TBA Instructor: Ralph Bradburd

ENVI 402(S) **Senior Seminar: Perspectives on Environmental Studies** **Crosslistings:** ENVI 402/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 climate change. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.
Class Format: seminar **Requirements/Evaluation:** evaluation is based on active participation, discussion leading, several smaller assignments and capstone project **Prerequisites:** ENVI 302 or MAST 351 Maritime Policy or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 19 **Enrollment Preferences:** limited to senior Environmental Policy and Environmental Science majors and Environmental Studies and Maritime Studies concentrators **Dept. Notes:** required course for students wishing to complete the Environmental Policy & Environmental Science majors and the Environmental Studies or the Maritime Studies concentrations **Distribution Notes:** no division 1, 2 or 3 credit **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Non-divisional
Other Attributes: ENVI Core Courses ENVP Core Courses ENVS Core Courses SCST Elective Courses

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Pia Kohler

ENVI 405(F) **Geochemistry: Understanding Earth's Environment** **Crosslistings:** GEOS 405/ENVI 405
Rocks, water, air, life: what comprises these interconnected components of the Earth system? How do they interact today, and how did these interactions differ in the past? In this course we will study how chemical elements are distributed in the Earth, cycle through the Earth system, and act together to produce a planet that is habitable. As Earth's landscapes and oceans, and the life they harbor, have evolved through time, they have left an imprint in the geological record that we can read using geochemical tools such as molecular fossils, elemental ratios, and stable and radioactive isotopes. Topics include the synthesis of elements in stars, the formation and differentiation of planet Earth; radiometric dating; the major constituents of the atmosphere, rain, rocks, rivers and the ocean; how they're linked by chemical weathering and biological activity; and reconstruction of past environments. Students will explore these topics through lecture; reading and discussing articles from the scientific literature; and collecting, analyzing and interpreting data from environmental samples.
Class Format: seminar/lab **Requirements/Evaluation:** evaluation will be based on seminar discussions, papers, labs and final project **Prerequisites:** two 200-level GEOS courses and at least one of GEOS 302, 303 or 311; or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** senior Geosciences majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-C Electives

Fall 2015
SEM Section: 01 MW 08:30 09:45 Instructor: Mea Cook
LAB Section: 02 T 01:00 04:00 Instructor: Mea Cook

ENVI 419(F) **Going to Ground: Considering Earth in the Arts of Africa (D) (W)**
Crosslistings: ARTH 419/AFR 419/ENVI 419
Drawing its inspiration from the landmark exhibition *Earth Matters: Land as Material and Metaphor in the Arts of Africa* (National Museum of African Art, 2013), this seminar explores how earth has been conceptualized and integrated into African artistic thought as material, metaphor, geography, environment, and intervention, and how this interpretive flexibility has allowed it to become a symbol of power and presence in African art-making from prehistory to the present. The seminar will also focus on the ways in which earth has been used in contemporary art towards addressing the growing problems of pollution, unsustainable development, and the widespread depletion of earth-based natural resources in Africa. Over the course of this seminar, students will develop a knowledge base of earth-related issues that have been addressed in African artistic production, and engage with various cross-disciplinary methodologies to critically analyze the conceptual and aesthetic strategies deployed in these works. Students will also have the opportunity to interact with specialists from diverse disciplines and fields towards fleshing out their knowledge base. This course fulfills EDI requirements through its exploration of the effects of globalization and modernization on the African natural environment, and its engagement with diverse cultural legacies, socio-political systems, and economic realities on the continent as contributors to art-making strategies deployed by contemporary African environmental artists. Students will also explore the ways in which African artists have internalized the various conditions and situations of their contexts as individuals defined by gender, sexual orientation, religious affiliation, etc. as well as members of distinctive cultures and communities.
Class Format: seminar **Requirements/Evaluation:** four 2-page response papers, 2-page paper proposal, final paper (15 pages) with presentation **Prerequisites:** some coursework in ARTH and/or AFR would be useful **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** seniors and majors **Distribution Notes:** meets Division 1 requirement if registration is under ARTH or ENVI; meets Division 2 requirement if registration is under AFR **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ARTH Middle East, Asia and Africa Courses ARTH post-1600 Courses GBST African Studies Electives

Fall 2015
SEM Section: 01 T 01:10 03:50 Instructor: Michelle Apotsos

ENVI 422(F) **Ecology of Sustainable Agriculture** **Crosslistings:** BIOL 422/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, distribution systems, nutrient pools and processing in human dominated ecosystems. Two extensive 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 and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi-weekly intervals and due two days after the seminar to which they relate.
Class Format: seminar; two 75 minute sessions per week **Requirements/Evaluation:** evaluation will be based on writing assignments, seminar presentation, and course participation **Prerequisites:** BIOL/ENVI 203 or BIOL 302 or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 12 **Enrollment Preferences:** open to juniors and seniors **Dept. Notes:** Satisfies the distribution requirement in Biology; the ENVS biology track; the Natural World distributional requirement of the Environmental Studies program **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option preference for WSP16 travel course *Sustainable Agriculture in Califorinia* will be given to students who have taken BIOL/ENVI 422
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-A Electives PHLH Nutrition,Food Security+Environmental Health

Fall 2015
SEM Section: 01 MWF 08:30 09:45 Instructor: Henry Art

ENVI 424T **Conservation Biology (W)** **Crosslistings:** BIOL 424/ENVI 424
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.
Format; tutorial/field trip, one to three hours per week. Requirements: evaluation will be based on 5 writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.
Class Format: tutorial/field trip, one to three hours per week **Requirements/Evaluation:** based on 5 writing assignments, tutorial presentation, performance in the role of paper critic, & course participation **Prerequisites:** BIOL/ENVI 203 or BIOL 302 or 305 or permission of instructor; open to juniors and seniors **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Biology majors who have not taken a 400-level course; then to senior Environmental Studies majors or concentrators **Dept. Notes:** satisfies the distribution requirement in the Biology major **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: ENVI Natural World Electives

Not Offered Academic Year 2016
TUT Instructor: Joan Edwards

ENVI 478 **Cold War Landscapes** **Crosslistings:** HIST 478/ENVI 478/AMST 478
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 around the world. 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 throughout the semester, and students are welcome to write their research papers on any geographical area of the world.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, weekly critical writing, and a final research paper **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History, Environmental Policy, and Environmental Science majors if over-enrolled
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
SEM Instructor: Karen Merrill

ENVI 491T(S) **The Suburbs (W)** **Crosslistings:** HIST 491/ENVI 491/AMST 490
The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?
Class Format: tutorial **Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History majors and students with previous coursework in History **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Spring 2016
TUT Section: T1 TBA Instructor: Karen Merrill

ENVI 493(F) **Senior Research and Thesis: Environmental Studies**
Environmental Studies senior research and thesis.
Class Format: independent study **Prerequisites:** approval by the Chair of Environmental Studies **Extra Info:** this is part of a full-year thesis (493-494)
Distributional Requirements: Non-divisional

Fall 2015
HON Section: 01 TBA Instructor: Ralph Bradburd

ENVI 494(S) Senior Research and Thesis: Environmental Studies
Environmental Studies senior research and thesis.
Class Format: independent study Prerequisites: approval by the Chair of Environmental Studies Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Non-divisional

Spring 2016
HON Section: 01 TBA Instructor: Ralph Bradburd

ENVP 493(F) Senior Thesis: Environmental Policy
Class Format: independent thesis
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Ralph Bradburd

ENVP 494(S) Senior Thesis: Environmental Policy
Class Format: independent thesis
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Ralph Bradburd

ENVS 493(F) Senior Thesis: Environmental Science
Class Format: independent thesis
Distributional Requirements: Division 3

Fall 2015
HON Section: 01 TBA Instructor: Ralph Bradburd

ENVS 494(S) Senior Thesis: Environmental Science
Class Format: independent thesis
Distributional Requirements: Division 3

Spring 2016
HON Section: 01 TBA Instructor: Ralph Bradburd

GEOSCIENCES (Div. III)

Chair, Professor RÓNADH COX

Professors: COX, DETHIER, KARABINOS, WOBUS. Associate Professors: COOK, GILBERT. Assistant Professor: COHEN. Lecturer: APOSTOS. Research Associates: BAARLI, BRANDRISS.

MAJOR

The Geosciences major offers an understanding of the evolution of our planet and its interacting global systems. In this era of global change, geoscience provides the tools that can help us learn to live sustainably with our environment, and appreciate our place within the vastness of Earth history. Forces within the Earth create mountain ranges and ocean basins and drive the movements of continents. Wind, water and ice shape the surface of the Earth, making and changing the landscapes around us. Sedimentary rocks and the fossils within them teach us how life and climate have evolved over the vastness of time.

Geosciences graduates have a wide range of career options, both with and without graduate training. The many choices include environmental consulting, hazard assessment, hydrology, gemology, the energy and mining industries, outdoor education, and research and teaching in universities, colleges, and secondary schools. Many students choose to double-major in fields as diverse as Art, Economics, History, Physics, Mathematics, English, and Philosophy, and often find jobs where they can apply the synergies of their Geosciences double major. No matter what field they enter, all our Geosciences graduates pursue their lives and careers with a deeper appreciation for the natural world around them.

The major is designed to provide a solid grounding in the geosciences while being adaptable enough to accommodate diverse paths driven by student interests. There are no required courses, but students work through the menu below, which allows a lot of scheduling flexibility.

The Geosciences major includes at least one and 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

At least two 200-level courses selected from this group:

GEOS 201 Geomorphology
GEOS 202 Mineralogy
GEOS 205 Earth Resources
GEOS 210/MAST 211 Oceanographic Processes
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
GEOS 311 Geobiology
GEOS 314 Sediment Records of Climate Change

At least one of the following 400-level courses:

GEOS 401 Global Tectonics and the Rise of Mountains
GEOS 405 Geochemistry

Finally, students must take enough electives to bring the total to a minimum of nine courses.

PREPARATION FOR GRADUATE SCHOOL

Although many of our majors take geoscience jobs after graduation, many choose to go to graduate school, and most graduate programs will expect students to have a background in mathematics as well as a year or so of study in related sciences, in addition to the requirements of the Geosciences major. Students considering graduate work in geosciences should therefore consult with faculty to ensure that they plan wisely.. The selection of outside courses will depend on the field in which a student wants to specialize. Graduate programs in solid-earth geosciences commonly expect entering students to have taken courses in chemistry. For those going into environmental geosciences, courses in chemistry, computer science and/or statistics are recommended. For those considering geobiology programs,, biology courses are important. For students entering planetary geology, physics is recommended.

THE DEGREE WITH HONORS IN GEOSCIENCES

The degree with honors in Geosciences provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, culminating in a thesis that demonstrates outstanding achievement of an original and innovative nature. *In addition* to the major requirements listed above, those who are candidates for the degree with honors take the following sequence in the Fall, Winter Study, and Spring of their senior year:

GEOS 493-031-494 Senior Research and Thesis

The principal considerations in admitting a student to a program of independent research are interest and motivation, mastery of fundamental material and skills, and ability to pursue independent study successfully. Interested students should talk to members of the department about project options at any time, but generally no later than January of the Junior year.

STUDY AWAY

Students planning to study off-campus should meet as early as possible with the Department Chair to plan and to discuss how potential courses might be used in the Geosciences major. Although most study-away programs do not offer geoscience courses, there are some that dovetail well with a Geosciences major. Examples include the Williams-Mystic program, the Frontiers Abroad program at Canterbury University in New Zealand, and the program at the University of Otago in New Zealand. Courses offered at Norwegian Technical Universities and at several universities in the United Kingdom have also been accepted as part of the Geosciences major. The Department Chair is always happy to discuss student plans and ideas for off-campus work. You can find general study away guidelines for the Geosciences here.

GEOS 101 The Co-Evolution of Earth and Life Crosslistings: GEOS 101/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.
Class Format: lecture; one laboratory per week plus one all-day field trip
Requirements/Evaluation: evaluation will be based on lab work, short quizzes, midterms, a writing project, and a final exam Prerequisites: none Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: underclassmen
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-A Electives

Not Offered Academic Year 2016
LEC Instructor: Phoebe 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.
Class 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 Requirements/Evaluation: evaluation will be based on two hour-tests, weekly lab work, and a scheduled final exam Prerequisites: none Enrollment Limit: 40 Expected Class Size: 40 Enrollment Preferences: first-year and sophomore students
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Bud Wobus
LAB Section: 02 W 01:00 03:00 Instructor: Bud Wobus
LAB Section: 03 R 01:00 03:00 Instructor: Bud Wobus

GEOS 103(F) Global Warming and Natural Disasters Crosslistings: GEOS 103/ENVI 103
The destruction caused by recent storms such as Irene and Sandy, devastation of prolonged drought in the African Sahel, catastrophic flooding and mudslides in SE Asia and sea level encroachment on the Alaska coast are visible examples of natural disasters that may be modulated by climate change. Global climate change, together with environmental degradation and the explosive growth of urban areas, 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 global 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, trends in weather and climate and options for mitigating future impacts.
Class Format: lectures, 3 hours per week; laboratory, 2 hours per week
Requirements/Evaluation: evaluation based on written reports from laboratories, class participation, two hour exams and a final exam Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: first-year and sophomore students
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-A Electives SCST Related Courses

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructors: David Dethier, Alex Apotsos
LAB Section: 02 M 01:00 03:00 Instructor: David Dethier
LAB Section: 03 W 01:00 03:00 Instructor: Alex Apotsos

GEOS 104(S) Oceanography Crosslistings: GEOS 104/ENVI 104/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 covers 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 human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.
Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip Requirements/Evaluation: evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam Prerequisites: none Enrollment Limit: 48 Expected Class Size: 48 Enrollment Preferences: first-year and sophomore students Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-A Electives EXPE Experiential Education Courses

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Mea Cook
LAB Section: 02 M 01:00 03:00 Instructor: Mea Cook
LAB Section: 03 T 01:00 03:00 Instructor: Mea Cook

GEOS 201(F) Geomorphology Crosslistings: GEOS 201/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 is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape. This class emphasizes the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on landforms may be strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction - planned or unplanned— with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and stereo air photos.
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains Requirements/Evaluation: evaluation will be based on two hour exams, a project, lab work and class participation
Prerequisites: any 100-level GEOS course or permission of instructor Enrollment Limit: 18 Expected Class Size: 15
Distributional Requirements: Division 3
Other Attributes: AMST Space and Place Electives ENVI Natural World Electives ENVS Group EG-B Electives

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: David Dethier
LAB Section: 02 T 01:00 04:00 Instructor: David Dethier

GEOS 202(S) Mineralogy
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.
Class Format: lecture, three hours per week; laboratory, three hours per week; independent study of minerals in hand specimen; one afternoon field trip Requirements/Evaluation: evaluation will be based on one hour test, lab work, and a final exam Prerequisites: one 100-level GEOS course or permission of instructor Enrollment Limit: 14 Expected Class Size: 12 Enrollment Preferences: sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: MTSC Related Courses

Spring 2016
LEC Section: 01 TR 08:30 09:45 Instructor: Bud Wobus
LAB Section: 02 T 01:00 04:00 Instructor: Bud Wobus

GEOS 205(F) Earth Resources Crosslistings: GEOS 205/ENVI 207
The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding Earth's resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses.
Class Format: lecture Requirements/Evaluation: one hour exam, a final exam, lab exercises, and class participation Prerequisites: one 100-level GEOS course or permission of instructor Enrollment Limit: 18 Expected Class Size: 18 Enrollment Preferences: sophomores and Geosciences majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EG-C Electives

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Ronadh Cox
LAB Section: 02 R 01:00 04:00 Instructor: Ronadh Cox

GEOS 206 Renewable Energy and the Sustainable Campus Crosslistings: GEOS 206/ENVI 206
Rising oil and electricity costs disrupt the economy and help fuel global insecurity. Extraction of fossil fuels degrades the environment. Clearer understanding of how fossil-fuel consumption contributes to global climate change is increasing the 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's operations and purchasing become more sustainable? 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.
Class Format: seminar, three hours per week Requirements/Evaluation: 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 Class Size: 20 Enrollment Preferences: sophomores
Distributional Requirements: Division 3
Other Attributes: AMST Space and Place Electives ENVI Natural World Electives ENVS Group EG-C Electives EXPE Experiential Education Courses

Not Offered Academic Year 2016
LEC Instructor: David Dethier

GEOS 210(F,S) Oceanographic Processes Crosslistings: MAST 211/GEOS 210
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.
Class Format: lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project Requirements/Evaluation: two tests, a research project, and a presentation Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-C Electives EXPE Experiential Education Courses

Fall 2015
LEC Section: 01 TBA Instructor: Lisa Gilbert

Spring 2016
LEC Section: 01 TBA Instructor: Lisa Gilbert

GEOS 212 Paleobiology Crosslistings: GEOS 212/BIOL 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 climactic 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 provide a broad understanding of fossils and the methods we use to study the history of life on Earth. We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York.
Class Format: lecture/laboratory; field trip to the the Paleozoic of New York State **Requirements/Evaluation:** evaluation will be based on lab assignments, short quizzes and writing assignments, and a final exam **Prerequisites:** any 100-level GEOS course or BIOL 102, 203 or 205 **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** sophomores and juniors **Dept. Notes:** does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: MAST Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Phoebe Cohen

GEOS 214(S) Remote Sensing and Geographic Information Systems **Crosslistings:** GEOS 214/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 **Requirements/Evaluation:** based on weekly lab exercises, two take-home exams and a final project **Prerequisites:** at least one introductory course in BIOL, ENVI, or GEOS **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Geosciences and Biology majors and Environmental Studies majors and concentrators **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Methods Courses EXPE Experiential Education Courses

Spring 2016
LEC Section: 01 MW 11:00 12:15 Instructor: Paul Karabinos
LAB Section: 02 M 01:00 04:00 Instructor: Paul Karabinos

GEOS 215 Climate Changes (Q) **Crosslistings:** GEOS 215/ENVI 215
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.
Class Format: lecture, three hours per week; one three-hour lab per week
Requirements/Evaluation: 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 GEOS, CHEM, or PHYS or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Geosciences majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-B Electives MAST Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Mea Cook

GEOS 217T(F) Planets and Moons (W) **Crosslistings:** GEOS 217/ASTR 217
We live in a solar system full of wonders. Each planet and each moon is strange: different from our Earth, and different from each other. The recent flood of images and data from Mars constantly reveals new marvels—the rest of the solar system is even stranger. The U.S. put men on the moon; there are robots on Mars; and the Soviet Union landed several times on Venus. The other worlds are known only from flybys and remote images, but it's amazing how much those can teach us. By focusing on recent research, we will examine how the solar system works and delve into its mysteries. Topics may include the possible Late Heavy Bombardment of the moon, runaway greenhouse on Venus, water on Mars, hidden oceans on Europa, and the methane weather cycle on Titan.
Class Format: tutorial **Requirements/Evaluation:** six 1500-word papers, discussion & critical analysis;strong focus on polished writing & argument, & papers will be thoroughly edited by the professor for style, grammar & syntax **Prerequisites:** any GEOS course, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores **Extra Info:** students will improve writing by integrating into successive papers the editorial comments they receive, & also by editing the writing of their tutorial partners may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Writing Intensive

Fall 2015
TUT Section: T1 TBA Instructor: Ronadh Cox

GEOS 226T The Oceans and Climate (W) **Crosslistings:** GEOS 226/ENVI 226/MAST 226
The oceans are a fundamental part of Earth's climate system. Ocean currents redistribute heat and water vapor around the globe, controlling temperature and precipitation patterns. Marine phytoplankton blooms and air-sea gas exchange modulate the atmospheric carbon dioxide concentration. The dynamic interaction of the atmosphere and the sea surface results in multi-year climate variations such as the El Niño-Southern Oscillation. This course will examine gradual and abrupt climate shifts from Earth's history and the ocean's role in driving, amplifying or dampening the changes, the ocean's response to anthropogenic greenhouse gas emissions, and the projected impacts of continued emissions and climate change on the ocean in the coming decades and millennia. We will analyze articles from the scientific literature that lay out the theory on the ocean's influence on climate, reconstruct past climate and ocean changes, test the mechanisms responsible for those changes, and with that knowledge, project the consequences of continued anthropogenic greenhouse gas emissions. Topics may include the climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify the intensity of ice ages, the instability of ocean circulation during ice-sheet retreat, the evolution of the El Niño-Southern Oscillation with changing carbon dioxide through the geologic past and the next century, ocean heat and carbon dioxide uptake during the last century and into the future, and the impact on sea level, seafloor methane reservoirs, ocean acidification, oxygenation and marine ecosystems.
Class Format: tutorial **Requirements/Evaluation:** each student will write five 5-page position papers; evaluation based on the critical analysis of reading from the scientific literature through writing and discussion **Prerequisites:** GEOS 104, GEOS 210 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and juniors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-B Electives ENVS Group EG-C Electives MAST Interdepartmental Electives

Not Offered Academic Year 2016
TUT Instructor: Mea Cook

GEOS 301(F) Structural Geology (Q)
The structure of the Earth's crust is constantly changing and the rocks making up the crust must deform to accommodate these changes. Rock deformation occurs over many scales ranging from individual mineral grains to mountain belts. This course deals with the geometric description of structures, stress and strain analysis, deformation mechanisms in rocks, and the large scale forces responsible for crustal deformation. The laboratories cover geologic maps and cross sections, folds and faults, stereonet analysis, field techniques, strain, and stress.
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week **Requirements/Evaluation:** evaluation will be based on weekly laboratory exercises, problem sets, a midterm exam, and a final exam; many of the labs and problem sets use geometry, algebra, and several projection techniques to solve common problems in structural geology **Prerequisites:** GEOS 101, 102, or 103, or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 12 **Enrollment Preferences:** Geosciences majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MW 11:00 12:15 Instructor: Paul Karabinos
LAB Section: 02 M 01:00 04:00 Instructor: Paul Karabinos

GEOS 302(S) Sedimentology (W)
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 introduces the principles of sedimentology, including sediment composition, fluid mechanics, bedform analysis, and depositional environments.
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; two half-day and one all-day field trip **Requirements/Evaluation:** eight written critiques (each 350-400 words) of assigned papers from the sedimentological literature—designed to teach clear written expression & careful analytical reading; evaluation based on lab work, writing assignments, hour exam & final exam **Prerequisites:** GEOS 202 (may be taken concurrently with permission of instructor) **Enrollment Limit:** 12 **Expected Class Size:** 12 **Extra Info:** papers will be thoroughly edited for style, grammar and syntax; 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 may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: MAST Interdepartmental Electives

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Ronadh Cox
LAB Section: 02 R 01:00 04:00 Instructor: Ronadh 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. Field and lab studies are the crux of the course, supported by experimental work and thermodynamic principles. Chemical and mineralogical compositions and rock fabrics provide evidence for crystallization environments and tectonic settings, past and present.
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; several field trips including one full day trip to central New Hampshire
Requirements/Evaluation: evaluation will be based on lab work, one hour test, and a final exam **Prerequisites:** GEOS 202 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 8 **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Bud Wobus
LAB Section: 02 W 01:00 04:00 Instructor: Bud Wobus

GEOS 311 Geobiology
Geobiology— the study of interactions between earth and life over geologic timescales—is a new and interdisciplinary field that has grown out of exciting advances in earth and life sciences. During this course we will explore the way in which life has shaped our planet over geological timescales. Topics include the origin of life, the rise of oxygen in the earth's atmosphere, the evolution of biomineralization, the environmental context for animal evolution, the role of

microbial communities in the earth system, the emergence of land plants, and the potential for planet-life interactions elsewhere in our solar system, among others. Geobiology incorporates tools and ideas from geochemistry, paleontology, microbiology, and sedimentology. Labs will be varied and involve everything from growing our own microbial ecosystems and cyanobacterial mat communities to querying online databases and analyzing geological, geochemical, genetic, and paleontological data. Our field trip will take us to Harvard and MIT where we will tour labs doing cutting-edge geobiology research.
The final project will involve literature-based research on a sub-topic of interest to the student within the field of Geobiology. The student will be responsible for an oral presentation at the end of the semester as well as mock grant proposal to study the area further.
Class Format: seminar **Requirements/Evaluation:** labs, mid-term and final exam, and a final project involving an oral presentation and a mock grant proposal **Prerequisites:** GEOS 212 / BIOL 211; or GEOS 101 + any 200-level GEOS course; or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** junior and senior Geoscience majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3

Not Offered Academic Year 2016
SEM Instructor: Phoebe Cohen

GEOS 314(S) **Sediment Records of Climate Change** **Crosslistings:** GEOS 314/MAST 314/ENVI 314
Sediments and sedimentary rocks may appear unassuming but they are an extraordinarily rich archive of Earth's geologic history, including Earth's past climate. In the first half of this class, we will survey techniques of stratigraphic analysis and dating of sediments, including paleomagnetism, seismic stratigraphy, biozones, and radioisotope methods. In the second half, we will survey the wide variety of methods for reconstructing past climate from sediments including the composition and texture of the sediment, the assemblage of fossils, and the elemental and isotope chemistry of sediment components. These are used to reconstruct many climatic parameters from the past, including the temperature and salinity of seawater, atmospheric carbon dioxide concentration, ocean circulation, sea ice distribution, global terrestrial ice volume, terrestrial biomes, and in some cases, seasonal to interannual climate variability. In labs and independent projects, students will apply these tools to a collection of sediment samples spanning eight million years from the warm Miocene to the present collected from the Monterey Bay region by GEOS 25 during WSP. Students who register for this class are strongly encouraged to take GEOS 25, and are given enrollment preference in that course.
Class Format: lecture/lab **Requirements/Evaluation:** evaluation based on weekly papers, discussions, and a research project **Prerequisites:** GEOS 104 or GEOS 210 or GEOS 215 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Geosciences and Environmental Geosciences majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-C Electives MAST Interdepartmental Electives

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Mea Cook
LAB Section: 02 W 01:00 04:00 Instructor: Mea Cook

GEOS 401(F) **Global Tectonics and the Rise of Mountains**
Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. After an introduction to the theory of plate tectonics, local field trips will illustrate how field observations can be used to reconstruct tectonic environments in ancient mountain belts. We will learn how to use available CPS data to determine relative plate motions and how to portray them on Google Earth. Digital elevation models integrated with geologic maps and cross-sections will be used to construct 3D models. We will also explore ways in which tectonics, climate, and erosion affect each other during the evolution of mountain ranges.
Class meetings will include lectures and discussions of assigned reading. Labs will include field trips and computer-based projects.
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; six field trips including one all-day trip **Requirements/Evaluation:** participation during seminar discussions; six 2-page written summaries of journal articles; and weekly lab reports based on field trips and laboratory projects **Prerequisites:** two 200-level GEOS courses or permission of instructor **Enrollment Preferences:** senior Geosciences majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Paul Karabinos
LAB Section: 02 R 01:00 04:00 Instructor: Paul Karabinos

GEOS 405(F) **Geochemistry: Understanding Earth's Environment** **Crosslistings:** GEOS 405/ENVI 405
Rocks, water, air, life: what comprises these interconnected components of the Earth system? How do they interact today, and how did these interactions differ in the past? In this course we will study how chemical elements are distributed in the Earth, cycle through the Earth system, and act together to produce a planet that is habitable. As Earth's landscapes and oceans, and the life they harbor, have evolved through time, they have left an imprint in the geological record that we can read using geochemical tools such as molecular fossils, elemental ratios, and stable and radioactive isotopes. Topics include the synthesis of elements in stars, the formation and differentiation of planet Earth; radiometric dating; the major constituents of the atmosphere, rain, rocks, rivers and the ocean; how they're linked by chemical weathering and biological activity; and reconstruction of past environments. Students will explore these topics through lecture; reading and discussing articles from the scientific literature; and collecting, analyzing and interpreting data from environmental samples.
Class Format: seminar/lab **Requirements/Evaluation:** evaluation will be based on seminar discussions, papers, labs and final project **Prerequisites:** two 200-level GEOS courses and at least one of GEOS 302, 303 or 311; or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** senior Geosciences majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-C Electives

Fall 2015
SEM Section: 01 MW 08:30 09:45 Instructor: Mea Cook
LAB Section: 02 T 01:00 04:00 Instructor: Mea Cook

GEOS 493(F) **Senior Thesis: Geosciences**
Geosciences senior thesis.
Class Format: independent study **Extra Info:** this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3

Fall 2015
HON Section: 01 TBA Instructor: Ronadh Cox

GEOS 494(S) **Senior Thesis: Geosciences**
Geosciences senior thesis.
Class Format: independent study **Extra Info:** this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3

Spring 2016
HON Section: 01 TBA Instructor: Ronadh Cox

GEOS 497(F) **Independent Study: Geosciences**
Geosciences independent study.
Class Format: independent study **Requirements/Evaluation:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: Ronadh Cox

GEOS 498(S) **Independent Study: Geosciences**
Geosciences independent study.
Class Format: lecture/discussion **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: Ronadh Cox

GERMAN (Div. I)

Chair, Professor JULIE CASSIDAY

Professors: DRUXES, B. KIEFFER, NEWMAN. Assistant Professor: KONÉ. Lecturer: E. KIEFFER§. Teaching Associates: FEIGE, STROHMAIER.

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. You can find general study away guidelines for German here.

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) 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.
Class Format: lecture/discussion; meets five days a week Requirements/Evaluation: active class participation, written homework, short compositions, oral exercises and tests
Prerequisites: none Enrollment Limit: 20 Expected Class Size: 15 Extra Info: students registered for GERM 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (GERM 101 and 102) are taken not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 M-F 10:00 10:50 Instructor: Gail Newman

GERM 102(S) Elementary German
German 102 is a continuation of German 101, and will provide you with a further introduction to the language and cultures of German-speaking countries. You will have the opportunity to practice listening, reading, writing, and speaking in German both through in-class activities and homework assignments.
During the semester, you will learn about various cultural perspectives, products, and practices of German-speaking countries. Some of the topics that will be addressed this semester include the following: housing; housework; geography and landscape; transportation; travel plans and experiences; food and drink; cooking and ordering food at restaurants; childhood and youth; fairy tales; health and personal hygiene; family, marriage, and partnership; community issues in a multicultural society; literature, music, and film. *This language course is conducted in German*.
Class Format: seminar Requirements/Evaluation: active class participation, midterm & final Exams, essays, quizzes, homework Prerequisites: GERM 101 or equivalent Enrollment Limit: 18 Expected Class Size: 15 Enrollment Preferences: first-year students Extra Info: students registered for GERM 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (GERM 101 and 102) are taken not available for the fifth course option
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 M-F 10:00 10:50 Instructor: Christophe Kone

GERM 103(F) Intermediate German I
In this course students will further develop their German language skills, by discussing a variety of cultural topics and themes in the German-speaking world. Through extensive work on expanding vocabulary, reviewing major grammar topics, conversation and composition exercises, the students will strengthen their language skills and develop cultural competency.The course focuses on real communication in meaningful contexts, to develop and consolidate students' speaking, listening, reading and writing abilities at the intermediate level. Using a variety of media, such as texts, video and audio, students will explore various themes and cultural topics in the German-speaking world.
Students will have the opportunity to practice and improve their spoken and written German skills through in-class activities and homework assignments.
The course is taught in German. Active and dedicated participation including homework is expected.
Class Format: seminar Requirements/Evaluation: active class participation, midterm and final exams, quizzes, essays, homework Prerequisites: GERM 102 or equivalent Enrollment Limit: 18 Expected Class Size: 15 Enrollment Preferences: first-year students Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 MWF 11:00 11:50 Instructor: Christophe Kone

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.*
Class Format: discussion, small group work Requirements/Evaluation: daily short writing assignments, small group work, midterm, and final Prerequisites: GERM 103 or equivalent
Enrollment Limit: 20 Expected Class Size: 15
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Helga Druxes

GERM 111(F) Reading German for Beginners Crosslistings: GERM 111/GERM 511
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.
Class Format: lecture/discussion Requirements/Evaluation: written homework, quizzes, tests, active class participation Prerequisites: none; students who have taken or plan to take 101 and/or 102 may not take 111-112 Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: Art-History graduate students, seniors and juniors Extra Info: credit granted only if both semesters (GERM 111/511 and 112/512) are taken; students who wish to continue their study of German after 112 should consult a member of the department
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Bruce Kieffer

GERM 112(S) Reading German for Beginners Crosslistings: GERM 112/GERM 512
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.
Class Format: lecture/discussion Requirements/Evaluation: written homework, quizzes, tests, active class participation Prerequisites: GERM 111/511 or permission of instructor; students who have taken or plan to take 101 and/or 102 may not take 111-112 Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: Art History graduate students, seniors and juniors Extra Info: credit granted only if both semesters (GERM 111/511 and 112/512) are taken; students who wish to continue their study of German after 112 should consult a member of the department
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Bruce Kieffer

GERM 120(S) Turbodeutsch: Accelerated Elementary German
An accelerated version of Elementary German, covering nearly all the material of GERM 101-102 in one semester. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. Best suited to very committed students who have had no previous German, or to students who have had some previous German but who did not place into GERM 103. The course will meet every day, including three 50-minute periods on MWF and 2 75-minute periods on TR, plus a required TA session at a time to be arranged.
Class Format: seminar Requirements/Evaluation: active participation, tests, quizzes, final exam Prerequisites: none Enrollment Limit: 12 Expected Class Size: 10 Enrollment Preferences: students with demonstrated need to take the language in only one semester;students also need to show a great deal of commitment to learning German Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 MWF 10:00 10:50 TR 09:55 11:10 Instructor: Gail Newman

GERM 201(F) Advanced German: Current Issues in the German Media Landscape
This course expands on the reading, writing, and speaking skills acquired at the intermediate level, via intensive work with texts of various sorts, including online newspapers, short fiction or excerpts from longer texts, audio and current features/ documentaries.

Class Format: seminar Requirements/Evaluation: active class participation, frequent short writing assignments, 2 informal oral presentations, and a final project Prerequisites: GERM 104 or equivalent Enrollment Limit: 20 Expected Class Size: 12 Enrollment Preferences: German majors
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 MWF 12:00 12:50 Instructor: Helga Druxes

GERM 202 Vienna 1900-2000 and Beyond Crosslistings: GERM 202/GBST 202
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*.
Class Format: discussion/lecture Requirements/Evaluation: active class participation, several 1-2 - page writing assignments, final written/oral project Prerequisites: GERM 201 or the equivalent Enrollment Limit: 16 Expected Class Size: 8 Enrollment Preferences: German majors Distribution Notes: meets Division 1 requirement if registration is under GERM; meets Division 2 requirement if registration is under GBST
Distributional Requirements: Division 1
Other Attributes: GBST Urbanizing World Electives

Not Offered Academic Year 2016
LEC Instructor: Gail Newman

GERM 202 Seh'n Se, det is Berlin
In the history of Germany, Berlin has always been a very important cultural and political center: it was successively the capital of the Kingdom of Prussia, the German Empire, the Weimar Republic, the Third Reich, and the German Democratic Republic, before becoming the capital of a reunited Federal Republic of Germany in 1990. In order to understand the fascination held by this metropolis before and after WWII and its increasing popularity today, it is crucial to gain an insight into the cultural and historical aspects of the capital of Germany throughout the 20th century. In order to do so, we will read texts by Erich Kästner, Kurt Tucholsky, Thomas Brussig, and Wladimir Kaminer, look at paintings by Ernst Ludwig Kirschner, Otto Dix and photographs by August Sander, watch movies by Fritz lang, Wolfgang Staudte, Hannes Stöhr, and Detlev Buck, and listen to cabaret songs by Marlene Dietrich and electronic music by Ellen Alien. *Conducted in German*.
Class Format: seminar Requirements/Evaluation: midterm, final exam, several short papers Prerequisites: GERM 201 or equivalent Enrollment Limit: 12 Expected Class Size: 10 Enrollment Preferences: German majors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Christophe Kone

GERM 202 German Comics (W)
The goal of this advanced course is to study language and culture through the exploration of German-language comics. Despite the boom in the production of comics since the reunification and the appearance of numerous talented artists in the German speaking world, German comics remain largely unknown and unrecognized abroad. This course seeks to introduce students to this rich, active genre and to deepen their understanding of it by allowing them to engage with its broad spectrum of subjects and styles.
The course will address a variety of recent comics ranging from graphic novels by Tim Dinter, Line Hoven, Kati Rickenbach, and Olivia Vieweg to literary comics by Flix, Isabel Kreitz, as well as historical comics by Simon Schwartz, and Elke Steiner, not to forget German mangas *Bloody Circus* by Jürgen Seebeck!
The course will also address a variety of genres such as humor with *Der bewegte Mann* by Ralf König, biography with *Schiller* by Horus, and autobiography with *Smalltown Boy* by Andreas Michalke, and *Held* by Flix.
What are the recurrent themes in German comics? What kind of current political issues do these comics raise and what type of contemporary anxieties do they express? These are some of the questions the course seeks to answer.
This course is conducted entirely in German.
Class Format: seminar Requirements/Evaluation: 3 3-5 page paper and 1 Final project Prerequisites: GERM 104 and GERM 201 Enrollment Limit: 19 Expected Class Size: 12 Enrollment Preferences: German majors
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Christophe Kone

GERM 202(S) Berlin—Multicultural Metropolis Between East and West
We will examine texts and films about Berlin as a center of cultural and social transformations in the late nineteenth and twentieth centuries, with special emphasis on the post-wall period. We will move from the turn of the century (when the city's population had recently tripled in size) to the establishing of Berlin as a world capital in the 1920s, then through Nazi-era transformations, wartime destruction and the cold war division of the city. We will conclude with the reshaping of the city after the fall of the Berlin wall. Texts and films may include: Walter Benjamin, *Berliner Kindheit um 1900*, excerpts from Ulrich van der Heyden und Joachim Zeller's *Kolonialmetropole Berlin*, Walter Ruttmann, *Sinfonie einer Großstadt*, Irmgard Keun's *Das kunstseidene Mädchen*, Nazi architect Albert Speer's plans for Berlin as the fascist capital "Germania," the 1956 East German youth protest film *Ecke Schönhauser*, short fiction by Reiner Kunze, Aras Ören, Peter Schneider, Bodo Morshäuser, Irina Liebmann. Recent films to be included are: *Sonnenallee*, *Goodbye, Lenin!*, *Berlin is in Germany*, *Geschwister*.
Class Format: seminar/discussion Requirements/Evaluation: frequent short writing assignments Prerequisites: GERM 201 or equivalent
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Helga Druxes

GERM 271(S) From Kleist to Kafka Crosslistings: GERM 271/COMP 271
Heinrich von Kleist (1777-1811) and Franz Kafka (1883-1924) wrote some of the most puzzling and intriguing work in European literary history. From Kleist's drama *Penthesilea*, which culminates in the consumption of the hero by the heroine (literally!), to Kafka's "A Hunger Artist," profiling a man who starves for a living, the texts in the course attempt to access the most profound—and at times bizarre—regions of the human mind. Works we will read include Kleist's dramas *Prince Friedrich of Homburg*, *Amphitryon*, and *Penthesilea*, and his short stories "The Marquise of O...," "The Earthquake in Chile," "The Foundling," "St Cecilia and the Power of Music," and "The Betrothal in Santo Domingo." By Kafka we will study "The Judgment," "The Metamorphosis," "A Hunger Artist," "In the Penal Colony," "The Burrow," "A Country Doctor," and others. Literary readings will be supplemented by selected letters and essays by Kleist, and by excerpts from Kafka's diaries. *Readings and discussion in English*.
Class Format: seminar Requirements/Evaluation: intense participation, four 2- to 3-page written responses, two 6- to 8-age papers, final project Prerequisites: none Expected Class Size: 15 Enrollment Preferences: prospective Comparative Literature majors
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Gail Newman

GERM 277 Dangerous Minds/Endangered Minds in the German Tradition
Crosslistings: GERM 277/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*.
Class Format: seminar Requirements/Evaluation: 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 Class Size: 15 Enrollment Preferences: actual or prospective Comparative Literature or German majors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Gail Newman

GERM 300(S) Mannweiber: Masculine Women in German Culture (W)
The German word "Mannweib" is a literal translation of the Greek "androgynous" and is a derogatory term for a woman who acts in a masculine way. This survey course examines the recurrence of "masculine femininity" in German culture with a particular focus on literary texts, operas, paintings, and films, all crafted at turning points in German history. Why does the Mannweib emerge at times of major political and historical upheavals? How does this atypical masculine woman contribute to the construction of a German national identity? These are some of the key questions this course seeks to address.
We will read the Nibelungenlied epic, poems by Freiligrath, plays by Lessing, Schiller, Goethe, Kleist, and Dürenmatt, as well as short stories by Stifter, watch operas by Wagner, and films by Sternberg and Tykwer. In all these materials featuring a Mannweib as main protagonist, we will look at the way masculine femininity is construed as unnatural and literally constructed to serve either a patriarchal or a patriotic purpose.
We will also examine the misogyny underlying the artistic creation of these masculine women, either enshrined as allegories of virtue or perceived as dangerous agents of socio-political change, and ultimately doomed to rejection from the moment these misfits step out of their assigned role. *Conducted in German*.
Class Format: seminar Requirements/Evaluation: oral presentations and three 3- to 5-page papers written in German Prerequisites: GERM 200-level courses Enrollment Limit: 19 Expected Class Size: 12 Enrollment Preferences: German majors and concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Christophe Kone

GERM 306T Enlightenment and its Discontents (W) Crosslistings: GERM 306/COMP 314
"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.
Class Format: tutorial Requirements/Evaluation: 5-page papers or 2-page written commentaries every other week Prerequisites: for German students, GERM 201 or the equivalent; for non-German students, one college literature course; not open to first-year students, except with permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: German and Comparative Literature students Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Gail Newman

GERM 316 "Wer ist wir?": Recent Debates over Multiculture 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 Terkessidids, Rita Süssmuth and others.
Class Format: seminar **Requirements/Evaluation:** four 5-page papers in German **Prerequisites:** GERM 202 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 8 **Enrollment Preferences:** German majors, but open to all with appropriate language skills **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Helga Druxes

GERM 317 The New Woman in Weimar Culture (W) Crosslistings: GERM 317/WGSS 317
This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgrad Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. *Taught in German.*
Class Format: taught seminar style in German for the German students and as a tutorial in English for non German speaking students **Requirements/Evaluation:** papers and oral presentations **Prerequisites:** for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course **Enrollment Limit:** 19 **Expected Class Size:** 8 **Distribution Notes:** meets Division 1 requirement if registration is under GERM; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Christophe Kone

GERM 321 Lust, Liebe und Gewalt (W)
In the finale of Salome, an opera in German by Richard Strauss, a young Salome kisses the severed head of John the Baptist, while expressing her desire and declaring her love to him. No other opera makes the violence of love and lust more explicit; it brings the interplay of *Eros* and *Thanatos* to a climax. In this course, we will reflect on the intimate relationship between love, lust, and violence, examining how love and lust do not exclude violence, but rather include—if not provoke—it. In order to gain a better understanding of the dynamics formed by this fascinating triangle, we will read a collection of short stories by Bernhard Schlink, plays by Arthur Schnitzler and Frank Wedekind, poems by Johann Wolfgang Goethe, look at paintings by Gustav Klimt and Oskar Kokoschka, watch movies by Josef von Sternberg and Rainer Werner Fassbinder, and listen to pop songs by Nina Hagen and Rammstein. *Conducted in German*.
Class Format: seminar **Requirements/Evaluation:** 5-page papers every other week, 2-page critiques of the partner's papers in alternate weeks **Prerequisites:** GERM 201 or the equivalent **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** German majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Christophe Kone

GERM 323T Reason, Unreason and Anti-Reason from the Enlightenment to the Third Reich (W) Crosslistings: GERM 323/COMP 323
From its inception in the eighteenth century, modern German art and thought have probed the nature of human reason. At every turn, the celebration of rationality as triumphing over the irrational has brought with it a resistance to the rational: Lessing's Enlightenment dramas find their counterpart in those of the *Sturm und Drang* movement; Kleist's preoccupation with reliable justice and predictable happiness can't hide an unblinking knowledge of life's randomness; Freud's search for ultimate knowledge is constantly shadowed by the unknowable; in the acts and "theories" of the Nazis, we see the ultimate horror of rationality reduced to rigid mechanics, in the service of the unthinkable. The course will involve reading closely and writing intensively about texts by, among others, Lessing, Goethe, Kleist, Büchner, Nietzsche, Freud, Kafka, and the Nazi propagandists.
Offered in English or German: Reading, discussion and writing will be in German for German-speakers, in English for non-German speakers.
Class Format: tutorial **Requirements/Evaluation:** two seminar meetings with the entire group; five 5-page papers, five 2-page critiques of the partner's papers **Prerequisites:** for students taking the tutorial in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** German or Comparative Literature majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Gail Newman

GERM 331T(F) Silence, Loss and (Non)Memory in Twentieth-Century Austria (D) (W) Crosslistings: GERM 331/COMP 347
Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1900 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works.
The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least 3 of the papers will be in German.
This tutorial will fulfill the Exploring Diversity Initiative, because it involves a close and critical examination of the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; in fact, the Allies in 1944 published a declaration that Austria was the "first victim of Hitler," clearly demonstrating the continuing principle that not looking at the transgressions of oneself and one's own kind is a feature of those in power.
Class Format: tutorial **Requirements/Evaluation:** five 5-page papers, one revision, discussion **Prerequisites:** for those taking it in German: GERM 202 or the equivalent, for those taking it in English: one college-level literature course **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** German students, Comparative Literature majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive

Fall 2015
TUT Section: T1 TBA Instructor: Gail Newman

GERM 493(F) Senior Thesis: German
German senior thesis.
Class Format: independent study **Extra Info:** this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
HON Section: 01 TBA Instructor: Julie Cassiday

GERM 494(S) Senior Thesis: German
German senior thesis.
Class Format: independent study **Extra Info:** this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Spring 2016
HON Section: 01 TBA Instructor: Julie Cassiday

GERM 497(F) Independent Study: German
German independent study.
Class Format: independent study
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Julie Cassiday

GERM 498(S) Independent Study: German
German independent study.
Class Format: seminar
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Julie Cassiday

GERM 511(F) Reading German for Beginners Crosslistings: GERM 111/GERM 511
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.
Class Format: lecture/discussion **Requirements/Evaluation:** written homework, quizzes, tests, active class participation **Prerequisites:** none; students who have taken or plan to take 101 and/or 102 may not take 111-112 **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** Art-History graduate students, seniors and juniors **Extra Info:** credit granted only if both semesters (GERM 111/511 and 112/512) are taken; students who wish to continue their study of German after 112 should consult a member of the department
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Bruce Kieffer

GERM 512(S) Reading German for Beginners Crosslistings: GERM 112/GERM 512
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.
Class Format: lecture/discussion Requirements/Evaluation: written homework, quizzes, tests, active class participation Prerequisites: GERM 111/511 or permission of instructor; students who have taken or plan to take 101 and/or 102 may not take 111-112 Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: Art History graduate students, seniors and juniors Extra Info: credit granted only if both semesters (GERM 111/511 and 112/512) are taken; students who wish to continue their study of German after 112 should consult a member of the department
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Bruce Kieffer

GERM 513(F) Readings in German Art History and Criticism
This is an advanced course in German reading, focused on the literature of art history. Texts are selected from fundamental works of art history and criticism and from the writings related to concurrent seminars in the Graduate Program. The course includes a grammar review.
Class Format: seminar Requirements/Evaluation: evaluation will be based on written homework, quizzes, tests, and class participation Prerequisites: GERM 511-512 or equivalent preparation (a score of 500 or higher on SAT II German Reading Test) Enrollment Limit: 20 Expected Class Size: 12 Enrollment Preferences: Graduate Program students; others by permission of the instructor
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 MWF 09:00 09:50 Instructor: Elizabeth Kieffer

GLOBAL STUDIES
(Div. II)

Chair, Associate Professor NGONIDZASHE MUNEMO

Advisory Committee: Professors: BERNHARDSSON, CAPRIO, CASSIDAY, CRANE, MAHON, MUTONGI*, A. V. SWAMY***. Associate Professors: BANTA, MUNEMO. Assistant Professors: KAPADIA.

An informed engagement with the world is an indispensable part of the liberal education that is the goal of the Williams experience. The Global Studies Program enables students to achieve this goal through a cross-disciplinary and comparative curriculum. The program offers multiple tracks, on a region of the world or theme, around which students construct their global studies concentration.

Requirements

To complete the concentration, students must take a section of *Global Studies 101*; fulfill the requirements of a track; complete a senior exercise; and attend the weekly Global Studies colloquium.

Global Studies 101

All students wishing to pursue the concentration should take a section of *Global Studies 101* early in their careers. 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 cross-disciplinary and comparative perspectives. On occasion, students may petition to substitute a course equivalent in scope to *Global Studies 101* to meet this requirement.

TRACKS

After taking *Global Studies 101*, students are asked to select a track that will structure their global studies curriculum. There are two types of track. The first focuses on a particular region of the world or a contact zone where multiple communities encounter one another. The second type is organized thematically and permits students to explore a cultural, political, economic or technological issue globally and comparatively. Each track is administered by faculty teaching in that track in consultation with the advisory committee. At present the program consists of the following tracks:

Area Tracks	*Thematic Tracks*
African Studies	Borders, Exile and
Diaspora Studies	
East Asian Studies	Economic Development
Studies	
Latin American Studies	Urbanizing World
Middle Eastern Studies	
Russian and Eurasian Studies	
South and Southeast Asian Studies	

To fulfill the requirements of a track, students must complete three approved courses from at least two disciplines, take a comparative course (i.e. a course that might not cover material directly dealing with the track, but would enrich a student's engagement through comparative inquiry), and address their track in their senior exercise. Faculty in each track may set an additional requirement of a level of language competency for its concentrators. Students may petition to use courses completed on approved study away programs to fulfill elective requirements. Students may not count a course toward more than one requirement in the track.

Senior Exercise

All concentrators must complete a senior exercise. The senior exercise will be a substantial piece of writing (20-25 pages) that draws together concentrators' disciplinary skills and their expertise in their track. It might be work done in the context of a senior capstone course in a relevant department or in the context of a shared seminar sponsored by the Global Studies program Concentrators will present their final senior exercise in class or in the Global Studies Colloquium.

Global Studies Colloquium

Concentrators are required to attend fifteen (15) sessions of the Global Studies colloquia in their senior year, and are urged to do so throughout their careers at Williams. The colloquium meets weekly, on Tuesdays between 2:45 to 3:45 pm, and is designed to feature faculty, students, CDE fellows and outside speakers addressing issues of interest to Global Studies concentrators and faculty.

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 their 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.

Study Away, Research and Internships

Although not a requirement, study away, research and or relevant internships are an essential component of Global Studies. Where relevant to the curriculum plan of concentrators, the program Chair, in coordination with the Study Away Advisor and the Career Center, will advise students on opportunities in these areas.

You can find general study away guidelines for International Studies here.

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

AREA TRACKS

African Studies

AFR 200/AMST 200 Introduction to Africana Studies
AFR 324 Contemporary Art of the African Diaspora
ARTH 259/AFR 259 Bilad al-Sudan and Beyond
ARTH 419/AFR 419 Going to Ground
BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
DANC 201/MUS 212/AFR 201 African Dance and Percussion
DANC 202/MUS 213/AFR 206 African Dance and Percussion
ECON 204/ENVI 234 Economics of Developing Countries
ECON 225T Global Financial Crisis and African Economic Development
HIST 104/AFR 104 Travel Narratives African History
HIST 203/AFR 203 Modern African History
HIST 303 A History of Islam in Africa
HIST 304/AFR 304 South Africa and Apartheid
HIST 307 Nairobi: A History of an African City
HIST 308/WGSS 308/AFR 308 Gender and Society in Modern Africa
HIST 483/AFR 483 Freedom in Africa
MUS 120/AFR 113 Musics of Africa
MUS 222/AFR 223 Politics of Performance/Performing Politics in Contemporary Africa
PSCI 243/AFR 256 Politics of Africa
PSCI 249/GBST 249 From Beetroot to Zero Grazing: Comparative Responses to AIDS in Africa
RLFR 203/AFR 204 Introduction to Francophone Studies
RLFR 309 Contemporary Short Stories from North Africa

East Asian Studies

ARTH 103/ASST 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha
ARTH 270/JAPN 270 Japanese Art and Culture
ARTH 274/ASST 274/ARTS 274 Chinese Calligraphy: Theory and Practice
CHIN 219 Popular Culture in Modern China
CHIN 223/ANTH 223 Ethnic Minorities in China: Past and Present
COMP 255/JAPN 255 Love and Death in Modern Japanese Literature

COMP 264/JAPN 254 Beauty, Danger, and the End of the World in Japanese Literature
COMP 266/JAPN 256 Confession and Deception in Japanese Literature
ECON 217/ASST 220/GBST 217 Economics of East Asia
HIST 115/ASST 115 The World of the Mongol Empire
HIST 119 The Japanese Empire
HIST 212/ASST 212 Transforming the "Middle Kingdom": China, 2000 BCE 1600
HIST 213/ASST 213 Modern China, 1600 Present
HIST 217/ASST 217 Early Modern Japan
HIST 218/JAPN 218/ASST 218 Modern Japan
HIST 121/ ASST 121 The Two Koreas
HIST 319/WGSS 319/ASST 319 Gender and the Family in Chinese History
HIST 321/JAPN 321/ASST 321 History of U.S. Japan Relations
GBST 356/PSCI 356/ASST 356 Creating China? Transnational Public Intellectuals and Chinese Identity
JAPN 260/COMP 262 Japanese Theatre and its Contemporary Context
JAPN 276/COMP 278 Premodern Japanese Literature and Performance
MUS 112/ASST 126 Musics of Asia
MUS 113 Interculturalism in East Asian Music
PSCI 100/GBST 101/ASST 201 Asia and the World
PSCI 247 Political Power in Contemporary China
PSCI 345 Cosmology and Rulership in Ancient Chinese Political Thought
PSCI 354/ASST 245/HIST 318 Nationalism in East Asia
REL 250/ASST 250 Scholars, Saints and Immortals: Virtue Ethics in East Asia
REL 251/ASST 251 Zen Buddhism: History and Historiography
REL 256/WGSS 256/ANTH 256/ASST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism

Latin American Studies

AFR 248/HIST 248 The Caribbean: From Slavery to Independence
ANTH 211/GBST 211 Black, Indian, and Other in Brazil
HIST 242 Latin America From Conquest to Independence
HIST 243 Modern Latin America, 1822 to the Present
HIST 245/AFR 346 History of Modern Brazil
HIST 347 Democracy and Dictatorship in Latin America
MUS 125/DANC 125 Music and Social Dance in Latin America
MUSC 126 Cuban Popular Music and Culture
PSCI 266 The United States and Latin America
PSCI 346 Race in Latin American Politics
PSCI 349 Cuba and the United States
PSCI 351 The New Left and Neoliberalism in Latin America
RLSP 203 From Modernismo to El Boom de la Novela
RLSP 204 Icons and Imaginaries: Culture and Politics in Latin America
RLSP 205/COMP 205 The Latin American Novel in Translation
RLSP 221 Women in Latin America
RLSP 308 The Subject of Empire: Race, Gender and Power in the Colonial Era

Middle Eastern Studies

ARAB 223 Migrants at the Borders
ARAB 228/COMP 228 Modern Arabic Literature in Translation
ARAB 233/COMP 233 Introduction to Classical Arabic Literature
ARAB 251/COMP 251 Popular Culture in the Arab World: Youth, Populism, and Politics
ARAB 252/COMP 252/WGSS 251/HIST 309 Arab Women Memoirs: Writing Feminist History
ARAB 256/COMP 256/ENGL 284 Arab and Anglophone: Narratives Beyond Nation and Diaspora
ARAB 306/HIST 306 On the Move
ARTH 278 The Golden Road to Samarqand
HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East
HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/L The Modern Middle East
HIST 212/ASST 212 Transforming the "Middle Kingdom": China, 2000 BCE 1600
HIST 310/ARAB 310 Iraq and Iran in the Twentieth Century
HIST 311/ARAB 311 The United States and the Middle East
HIST 409/ARAB 409/GBST 409 Crescent, Cross, and Star: Religion and Politics in the Middle East
HIST 480/ARAB 480 Dangerous Narratives: Interpretations of the Israeli Palestinian Conflict
PSCI 268 Israeli Politics
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 234/ARAB 234 Shi'ism Ascendant?

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/ASST 236/GBST 101 The Greater Game? Central Asia and its Neighbors Yesterday, Today and Tomorrow
RUSS 203/COMP 203 Nineteenth Century Russian Literature in Translation
RUSS 204/COMP 204 Twentieth Century Russian Literature: From Revolution to Perestroika
RUSS 206 Topics in Russian Culture: Feasting and Fasting in Russian History
RUSS 213/GBST 213 From Putin to Pussy Riot: Discourses of Post-Soviet Gender
RUSS 305/COMP 305 Dostoevsky and His Age
RUSS 306/COMP 306 Rise and Shine with Tolstoy
RUSS 343/JWST 343/GBST 343/COMP343 The Oeuvre of Isaac Babel

South and Southeast Asia Studies:

ANTH 233/ASST 233/REL 253 Spiritual Crossroads: Religious Life in Southeast Asia
ANTH 272/WGSS 272 Sex and the Reproduction of Society
ECON 240 Colonialism and Underdevelopment in South Asia
ENGL 358 Impossible India
HIST 117/ASST 117/GBST 117 Bombay/Mumbai: Making of a Modern Metropolis
HIST 220/ASST 222 History and Society in India and South Asia: c. 2000 to 1700s CE
HIST 221/ASST 221/GBST 221 The Making of Modern South Asia: 1750-1950 CE
HIST 388 Decolonization and the Cold War
HIST 391/ASST 391/GBST 391 When India was the World: Trade, Travel and History in the Indian Ocean
HIST 488T/GBST 488T Gandhi: Nationalism, Philosophy and Legacy
REL 245/ASST 247 Tibetan Civilization
REL 246/ANTH 246/WGSS 246/ASST 246 India's Identities: Religion, Caste, and Gender
REL 248/ASST 248/ANTH 248/WGSS 249 Body Politics, Gender and Religion in South Asia

THEMATIC TRACKS

Borders, Exile and Diaspora Studies:

AFR 270 Digital Diaspora: Interrogating Race, New Media, and Black Cultural Production Online
AFR 324 Contemporary Art of the African Diaspora
ARAB 223 Migrants at the Borders
ARAB 256/COMP 256 Arab and Anglophone: Narratives Beyond Nation and Diaspora
ARAB 306/HIST 306 On the Move
COMP 242/ AMST 242 Americans Abroad
COMP 253/ARAB 253 Narratives of Placement and "Dis placement" from the Global South
COMP 346 Questioning the Cultural Self in Literature
COMP 352/JWST 352/RLSP 352 Writing after the Disaster: The Literature of Exile
GERM 316 “Wer ist wir?” Recent Debates over Multiculture in Germany
HIST 380 Comparative American Immigration History
HIST 396 Muslims and Europe: From the Conquest of Algeria to the Present
LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video
LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Gender, Race, Sexuality and the Dynamics of the Everyday
LATS 370/AMST 370/JLST 370/GBST 370/SOC 370 Immigrant Social Movements: Bridging Theory and Praxis
LATS 386/HIST 386/WGSS 386 Latinas in the Global Economy: Work, Migration, and Households
LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place Making
LATS 409/AMST 411 Senior Seminar: Transnational Lives in Global Context
LATS 471/HIST 471 Comparative Latina/o Migrations
PSCI 225 International Security
RLFR 203/AFR 204 Introduction to Francophone Studies
RLFR 232 Love, Sex, Madness in Afro-diasporic Women’s Writings
RLSP 201 The Cultures of Spain

Economic Development Studies

ECON 204/ENVI 234 Economics of Developing Countries
ECON 211 Gender in the Global Economy
ECON 215/GBST 315 International Trade, Globalization and Its Effects
ECON 217/ASST 220/GBST 217 Economics of East Asia
ECON 219T Global Economic History
ECON 225T Global Financial Crisis and African Economic Development
ECON 235 Urban Centers and Urban Systems
ECON 360 International Monetary Economics

ECON 362 Global Competitive Strategies
ECON 467/ECON 531 Development Successes
ECON 501 Development Economics I
ECON 504 Public Economics
ECON 505 Developing Country Macroeconomics
ECON 510 Finance and Development
ECON 511 GBSTitutions and Governance
ECON 515 Developing Country Macroeconomics II
ECON 516 International Trade and Development
ECON 535 International Financial GBSTitutions
ENVI 219 Topics in Sustainable Agriculture
POEC 401 Contemporary Problems in Political Economy
PSCI 229 Global Political Economy
PSCI 341 Modern Midas? Resource Abundance and Development
REL 287/ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment

Urbanizing World

AMST 312/LATS 312 Chicago
ANTH 216T Urbanism in the Ancient World
COMP 243/WGSS 252 Modern Women Writers and the City
ECON 235 Urban Centers and Urban Systems
ECON 383 Cities, Regions and the Economy
ECON 388/ECON 517/ENVI 388 Urbanization and Development
ENVI 101 Nature and Society: An Introduction to Environmental Studies
GERM 202/GBST 202 Vienna 1900 2000 and Beyond
HIST 136 Before the Deluge: Paris and Berlin in the Interwar Years
HIST 307 Nairobi: A History of an African City
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
RLFR 316/WGSS 315 Paris on Fire: Incendiary Voices from the City of Light (1830 2005)
SOC 216 The City
SOC 315 Culture, Consumption and Modernity

GBST 101(F) America and the World Crosslistings: PSCI 120/LEAD 120/GBST 101
This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change.
We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.
Class Format: lecture Requirements/Evaluation: papers, participation, and exam Prerequisites: none Enrollment Limit: 35 Expected Class Size: 30 Enrollment Preferences: first-years and sophomores Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Eugene Gholz

GBST 101(F) The Modern Middle East (D) Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/L
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam Prerequisites: none; open to all Enrollment Limit: 40 Expected Class Size: 30-40 Enrollment Preferences: completion of course admission survey if overenrolled Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses

Fall 2015
LEC Section: 02 MWF 11:00 12:15 Instructor: Magnus Bernhardsson

GBST 117(F) Bombay/Mumbai: Making of a Modern Metropolis (W) Crosslistings: HIST 117/ASST 117/GBST 117
Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo.
What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general?
This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis.
The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.
Class Format: seminar Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper Prerequisites: first-year or sophomore standing Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: first-year students, then sophomores Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Aparna Kapadia

GBST 141(F,S) Bandits and Warlords Crosslistings: PSCI 141/GBST 141/LEAD 141
A leading scholar once quipped that political communities "qualify as our largest examples of organized crime." He wasn't far off: governments are meant to protect their citizenry, but as the #bringbackoursgirls or the KONY 2012 campaigns reveal, sometimes they fail. Bandits emerge, racketeers flourish, and warlords replace governments. By looking at Boko Haram, Séléka rebels, Al-Shabaab, Somali pirates and the Lords Resistance Army, this course explores the conditions that lead to the collapse of government protection and its replacement by bandits and warlords. We will then use this understanding to examine prominent examples of banditry and warlordism in Latin America, the Middle East and Europe.
Class Format: lecture Requirements/Evaluation: class participation, five short papers and a final exam Prerequisites: none; open only to first-years and sophomores Enrollment Limit: 50 Expected Class Size: 40 Enrollment Preferences: first-years
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 Cancelled

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Ngonidzashe Munemo

GBST 202 Vienna 1900-2000 and Beyond Crosslistings: GERM 202/GBST 202
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*.
Class Format: discussion/lecture Requirements/Evaluation: active class participation, several 1-2 - page writing assignments, final written/oral project Prerequisites: GERM 201 or the equivalent Enrollment Limit: 16 Expected Class Size: 8 Enrollment Preferences: German majors Distribution Notes: meets Division 1 requirement if registration is under GERM; meets Division 2 requirement if registration is under GBST
Distributional Requirements: Division 1
Other Attributes: GBST Urbanizing World Electives

Not Offered Academic Year 2016

GBST 208 Afghanistan Post-Mortem Crosslistings: ANTH 208/ASST 208/PSCI 220/GBST 208
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Over the next decade, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not defeat. This course examines the history of American involvement in Afghanistan, beginning in the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development, through the Soviet occupation and U.S. support for Islamist political parties in the 1980s, and continuing with the most recent abortive U.S. efforts at nation-building and social and political reform.
Class Format: seminar Requirements/Evaluation: grading will be determined by class participation, two short essays, and a 15-page research paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15-20 Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016

GBST 213(F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (D) Crosslistings: RUSS 213/GBST 213/WGSS 214/COMP 257
Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. For example, Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to

Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Context, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West.
This course is part of the Exploring Diversity Initiative because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.
All readings will be in English.
Class Format: seminar **Requirements/Evaluation:** active participation in class discussions, response papers based on assignments for class, 2 papers (3-5 pages each) on relevant current events in the post-Soviet world, and a final project **Prerequisites:** none **Enrollment Limit:** none **Expected Class Size:** 15 **Enrollment Preferences:** none **Distribution Notes:** meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: GBST Russian + Eurasian Studies Electives

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Julie Cassiday

GBST 214(S) Contemporary Russian Culture and Politics **Crosslistings:** RUSS 214/GBST 214
This course introduces students to contemporary Russian culture and politics by identifying the latter's key features in Russian literary texts (novels and a short story) and films, all in English translation. The themes of poverty, corruption, violence, and mass media manipulation of public opinion, addressed in these texts, will be contextualized within scholarly research on post-Soviet Russia's political institutions, economy, civil society, separatism, and foreign policy, particularly in Ukraine. Reading the artistic and scholarly texts in a mutually informative way will allow us to set the protagonists' lives against the broader political trends that characterize Russia's post-socialist transformation during Boris Yeltsin's era of the 1990s and Vladimir Putin's leadership since. Knowledge of Russian is not required; all course readings will be in English.
Class Format: lecture **Requirements/Evaluation:** short response essays; final exam; class participation **Prerequisites:** none **Enrollment Limit:** none **Expected Class Size:** 15 **Enrollment Preferences:** students majoring in Russian, Global Studies, Political Science, History **Distribution Notes:** meets Division 1 requirement if registration is under RUSS; meets Division 2 requirement if registration is under GBST
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Baktygul Aliev

GBST 216T(S) Urbanism in the Ancient World (D) (W) **Crosslistings:** ANTH 216/GBST 216
This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?
This course fulfills the Exploring Diversity Initiative through a comparative study of urban cultures and societies across the world in premodern times, and by theorizing how power and privilege inequalities were manifested and dealt with in these ancient cities.
Class Format: tutorial **Requirements/Evaluation:** 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores; or majors in Anthropology or Sociology **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST Urbanizing World Electives

Spring 2016
TUT Section: T1 TBA Instructor: Antonia Foias

GBST 220 Law and Family in South Asia: Post-Colonial Dilemmas **Crosslistings:** ANTH 220/ASST 318/GBST 220
The American press frequently depicts countries like India and Pakistan as in the grip of lawless, anachronistic beliefs about how to organize family life. Such beliefs are blamed for "tribal" violence in Pakistan's Frontier Regions, for dowry disputes in north India and for the persistence of corrupt dynasties in leading political parties. Yet these beliefs and practices aren't in fact old-fashioned or lawless, and many of them result from South Asia's unique historical position as a former British colony. In this class, we will use ethnographic and historical research to examine what law and kinship can teach us about how the past shapes the present in post-colonial South Asia. In particular, we'll examine how a perspective that seriously considers law and kinship can help us better understand contemporary dilemmas in South Asia, ranging from controversy over women's right to inherit property, to the role of caste in contemporary democratic politics. The course is organized into three sections. First, we will discuss kinship, reading classic theories of kinship in the region, as well as critiques of those theories, and ending with a contemporary dilemma, the problem of dowry "pressure". Next, we learn about how family relationships were codified legally, and how laws were shaped to respond to perceived family "traditions," in colonial and post-colonial South Asia. Finally, we will look at specific topics concerning law and kinship. As we do so, we will move from reading ethnographies to producing our own ethnographic observations using film, news stories and first-hand accounts as our primary materials. No prior knowledge about South Asia is necessary.
Class Format: seminar **Requirements/Evaluation:** 2 5-page assignments; 1 research assignment (10 pages) **Prerequisites:** none; open to first year students **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology/Sociology majors; students in Asian Studies or Global Studies with committed interest in South Asian studies
Distributional Requirements: Division 2
Other Attributes: JLST Interdepartmental Electives

Not Offered Academic Year 2016

GBST 221 The Making of Modern South Asia: 1750-1950 CE **Crosslistings:** HIST 221/ASST 221/GBST 221
This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan.
We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content.
One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20-25
Distributional Requirements: Division 2
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Not Offered Academic Year 2016

GBST 222(F) European Union Politics **Crosslistings:** GBST 222/PSCI 221
European Union Politics focuses on the origins and developments of the European Union (EU). Based on its 28 member states of democratically elected governments, the EU may represent a normative power in European and international politics, but also a more or less coherent foreign policy actor in the areas of democracy, development, humanitarian assistance, security and trade. The EU is rooted in the ashes of the Second World War with the overall purpose to maintain peace and order in Europe. Since then, the EU has widened in number of member states, including former post-communist Europe, and deepened to include numerous of policy-areas beyond security. Today, the EU is a unique regional integration project; a hybrid of intergovernmentalism and supranationalism, with capability to coordinate interests and politics of the member states, but also promoting ´European´ interests and values abroad. This course is designed to introduce you to the (a) historical developments of the EU, (b) the EU institutions and decision-making procedures, (c) the EU policy areas and the interests and influences of the EU member-states and (d) the role of the EU in international politics.
Class Format: lecture **Requirements/Evaluation:** map quiz, three papers, group presentation, and final exam **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Global Studies concentrators, then PSCI majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Charlotte Silander

GBST 247T(S) Altering States: Postsoviet Paradoxes of Identity and Difference (D) (W) **Crosslistings:** SOC 248/GBST 247/RUSS 248
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Ukraine and Hungary. This course fulfills the EDI requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.
Class Format: tutorial **Requirements/Evaluation:** 5-page paper every other week; comments on the partner's paper in alternate weeks **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Anthropology and Sociology majors **Distribution Notes:** meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive

Spring 2016
TUT Section: T1 TBA Instructor: Olga Shevchenko

GBST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) (W) **Crosslistings:** REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248
This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions—India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam—as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross-cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.

Class Format: seminar **Requirements/Evaluation:** the course has weekly writing, more than 20 pages total, and there is student-faculty feedback every week including a week dedicated to a one-one writing feedback session between student and instructor **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health PHLH Reproductive, Maternal and Child Health WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016

GBST 249 **From Beetroot to Zero Grazing: Comparative Response to AIDS in Africa** **Crosslistings:** PSCI 249/GBST 249
As AIDS in African countries grew from a few cases in the mid-1980s to more generalized levels by the mid-1990s, government policy varied widely. Consider that while Kenyan medical officials denied the existence of AIDS (insisting that the four deaths reported in the press were due to skin cancer), in Senegal, President Diouf openly acknowledged AIDS and launched a national prevention and control program. South African President Mbeki and his health minister questioned whether HIV causes AIDS and suggested a garlic, beetroot, and lemon concoction as treatment, while in Uganda, President Yoweri Museveni developed a successful home-grown `Zero Grazing' campaign. Why did some African governments respond early and aggressively to AIDS, while others did essentially the opposite? What has worked and what hasn't in the fight against AIDS in African countries? Has political liberalization improved the responsiveness of African governments to AIDS? In this course we aim to better understand how politics and social factors shaped African countries' responses to AIDS.
Class Format: lecture **Requirements/Evaluation:** active participation in class discussions, 4 short papers (4-5 pages), and a final project **Prerequisites:** at least one PSCI course or Introduction to Public and Global Health (ANTH 105, INTR150, PHLH150) **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** Political Science majors, Public Health concentrators and Global Studies concentrators, in that order **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives PHLH Decision-Making by Institutions + Individuals

Not Offered Academic Year 2016

GBST 272(F) **Africa + the Internet: Producing Global Citizenship (D)** **Crosslistings:** AFR 272/GBST 272/ANTH 274
This course theorizes 'Internet citizenship' as a new form of belonging based on participation in a global network of information rather than location or nationality. In a world mapped differently by technological, social and economic divides, how can New Media generate mutuality? Orienting globalization from the South, we will explore cosmopolitan- and cyber-cultures of today's Africa: Points of departure will be case studies in expressive culture and digital research in sites such as Ghana, Kenya, South Africa, Nigeria, and more, as well as in the contemporary African diaspora.
You will critique notions of the Network Society and develop skills in digital storytelling, visual design, and online tool making. Students will not only interact with each other online, but working with virtual communities external to Williams, develop a final tech project that produces Internet Citizenship. Portions of this course will be conducted in an online format via video discussion and interactions on a Web site. Students must have regular access to a computer and Web camera. Students will be evaluated for their attendance and participation, weekly reading and responses, and a final projects portfolio. No prior knowledge of coding required.
Class Format: seminar **Requirements/Evaluation:** weekly reading and short writing assignments, one 7- to 10-page paper, two major tech-based projects (for example, designing an app, creating a viral media campaign) **Prerequisites:** none **Enrollment Limit:** 8 **Expected Class Size:** 8 **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity

Fall 2015
SEM Section: 01 Cancelled

GBST 303(F) **A History of Islam in Africa** **Crosslistings:** HIST 303/REL 303/AFR 303/ARAB 303/GBST 303
This course examines the history of Islam in Africa from the seventh century to the present. We will start off by looking at the spread of Islam in different parts of Africa. We will then analyze the social, political, economic, and cultural impact of Islam on African societies, the interaction between Islam and indigenous African institutions, the Islamic revolutions in the nineteenth century, the impact of European colonial rule on Muslim societies, and the development of Islam in the post-independence period. We will also examine how African Muslims reconstructed and asserted their religious identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms, and formal and informal religious festivals. By the end of the semester students should be able to appreciate Islam's common framework as well as its diversity and dynamics within that larger framework and over time.
Class Format: seminar **Requirements/Evaluation:** two 7-page papers and one 12- to 15-page paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** lottery
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives HIST Group A Electives - Africa

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Kenda Mutongi

GBST 313(F) **Paradoxes of Human Rights and Humanitarianism** **Crosslistings:** ANTH 312/WGSS 314/GBST 313
In recent decades, human rights activism has become the central idiom through which people world-wide make claims about social justice. Yet issues like gendered and sexual violence, access to health-care, and socio-economic inequality have only recently been framed as human rights issues. In this course, we examine this recent transformation, focusing on the paradoxes and possibilities of a human rights framework for addressing these problems. We will do so by comparing different humanitarian and human rights-based interventions as they play out in places from rural Kenyan courts to United Nations conferences to the American college campus. Along the way, we will examine the history of human rights as a means to imagine social justice, and how a focus on human rights reveals and complicates new configurations of global power. We will read historical and ethnographic studies of human rights, and finishwith several case studies of human rights work on gender, violence, and health.
Class Format: seminar **Requirements/Evaluation:** regular reading responses; midterm paper, final paper **Prerequisites:** none; open to first year students **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** majors in Anthropology and Sociology, Women's Gender & Sexuality Studies **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: JLST Interdepartmental Electives

Fall 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Julia Kowalski

GBST 315 **International Trade, Globalization and Its Effects** **Crosslistings:** ECON 215/GBST 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.
Class Format: lecture/discussion **Requirements/Evaluation:** problem sets, a midterm, and a final exam **Prerequisites:** ECON 110; students who have completed ECON 251 must have permission of the instructor **Enrollment Limit:** 35 **Expected Class Size:** 35
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy GBST Economic Development Studies Electives MAST Interdepartmental Electives POEC International Political Economy Courses

Not Offered Academic Year 2016

GBST 332(S) **Environmental Justice (D) (W)** **Crosslistings:** ANTH 332/ENVI 332/JLST 332/GBST 332
This course explores the concept of justice and the ways in which interested parties have defined that term in relation to man-made environmental hazards. We will analyze episodes of environmental injustice recounted in ethnography, literature, and historical works. To familiarize ourselves with the remedies available to people disproportionately affected by environmental perils, we will read domestic and international legal doctrine as well as documents produced by the U.S. Environmental Protection Agency and the United Nations Environment Programme. Our initial readings will include philosophical treatises on justice as well as texts outlining the spatial dimensions of social inequality. In the United States, our case studies will range from air quality in the South Bronx to water pollution in New Jersey and West Virginia. Internationally, we will study the effects of oil extraction in the Niger Delta as well as climate change adaptation in nations that emit relatively little carbon dioxide. Throughout the course, we will discuss how lawyers and the communities they represent mobilize scientific evidence to achieve desired ends. Simultaneously, we will consider the extent to which otherwise marginalized people participate in environmental law- and policymaking. This course satisfies the EDI requirement, by critically examining the unequal exposure of different social groups to environmental harms.
Class Format: seminar **Requirements/Evaluation:** one 15- to 20-page research paper, an in-class presentation, one 6-page essay, and three 1-page response papers **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Anthropology and Sociology majors, ENVI majors/concentrators and Justice and Law concentrators
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Space and Place Electives ENVI Environmental Policy ENVP PE-A Group Electives ENVP PE-B Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives ENVP SC-B Group Electives JLST Interdepartmental Electives PHLH Nutrition,Food Security+Environmental Health

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Natalie Vena

GBST 343 **Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel (D) (W)** **Crosslistings:** RUSS 343/COMP 343/JWST 343/GBST 343
Known alternately as "master of the short story" and "Russian Maupassant," Isaac Babel was not only one of the most celebrated and intriguing authors of early Soviet Russia, but also a cultural figure of profound national and international significance. For a number of reasons (political, aesthetic, professional, ethical) Babel was not prolific and this will allow us to read almost all of his creative output, something we rarely get to do in the course of a single semester. Babel's writing is extremely varied—it includes sketches, journalistic prose, short stories, plays, movie scripts, one unfinished novel—and richly intertextual. This will afford us the opportunity to read the work of some of his contemporaries and predecessors, from both Russia and abroad, with whom he fashioned brilliant literary conversations, among them Guy de Maupassant, Anton Chekhov, Sholem Aleichem, and Ivan Turgenev. Babel saw self-definition as the core of his writing and as an EDI offering, this course will ask students to reflect on what it meant to be a Russian, a Jew, and a non-party author—an outsider, insider, and problematic hybrid rolled into one—in the highly unsettled, and unsettling, 1920s and 1930s. *All course readings will be in translation, but students are highly encouraged to read in the original (Russian, French, Yiddish) whenever possible.*
Class Format: seminar **Requirements/Evaluation:** active class participation, frequent short writing assignments, a final project, and an oral presentation **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Russian and Comparative Literature majors, Jewish Studies and Global Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under JWST or GBST
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: GBST Russian + Eurasian Studies Electives

Not Offered Academic Year 2016

GBST 391(F) **When India was the World: Trade, Travel and History in the Indian Ocean** **Crosslistings:** HIST 391/ASST 391/GBST 391
What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and

colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.
Class Format: seminar Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, an oral presentation and final paper Prerequisites: none; open to all Enrollment Limit: 25 Expected Class Size: 15-20
Enrollment Preferences: none
Distributional Requirements: Division 2
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern MAST Interdepartmental Electives

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Aparna Kapadia

GBST 397(F) Independent Study: International Studies
International Studies independent study.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Ngonidzashe Munemo

GBST 398(S) Independent Study: International Studies
International Studies independent study.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Ngonidzashe Munemo

GBST 409 Crescent, Cross, and Star. Religion and Politics in the Middle East (D) (W) Crosslistings: HIST 409/ARAB 409/GBST 409
Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.
Class Format: seminar Requirements/Evaluation: class participation and a 25-page research paper Prerequisites: none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207 Enrollment Limit: 19
Expected Class Size: 12 Enrollment Preferences: History majors Distribution Notes: meets Division 2 requirement if registration is under ARAB Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives JWST Elective Courses

Not Offered Academic Year 2016

GBST 483T(F) Freedom in Africa (W) Crosslistings: HIST 483/AFR 483/GBST 483
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.
Class Format: tutorial; students will meet with the instructor in pairs for an hour each week; a student either will write & present orally a 5- to 7-page essay on the assigned readings or be responsible for offering an oral critique of their partner's work each week
Requirements/Evaluation: evaluation will be based on the quality of the biweekly papers and oral critiques and a final writing exercise Enrollment Limit: 10 Expected Class Size: 10
Enrollment Preferences: History majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives GBST African Studies Electives HIST Group A Electives - Africa HIST Group F Electives - U.S. + Canada JLST Theories of Justice/Law

Fall 2015
TUT Section: T1 TBA Instructor: Kenda Mutongi

GBST 488 Gandhi: Nationalism, Philosophy, and Legacy (D) (W) Crosslistings: HIST 488/ASST 488/GBST 488
This course studies the work and ideas of M.K. Gandhi, one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violence and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the `father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessive concerns which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of `Mahatma' or Great Soul in India.
The tutorial will focus on three key aspects of Gandhi: his ideas of nationalism, his contemplations on moral philosophy and on his legacy in modern India. The materials will include a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?
Class Format: tutorial; students will meet with the instructor each week for one hour sessions in pairs Requirements/Evaluation: every other week each student will write and orally present a 5- to 7-page essay on the assigned readings of that week; students not presenting an essay will write and present 2 page critique of their partners' work; also a final 10page paper
Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Not Offered Academic Year 2016

GBST 491(F) Senior Honors Project: International Studies
International Studies senior honors project.
Class Format: independent study Requirements/Evaluation: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Ngonidzashe Munemo

GBST 492(S) Senior Honors Project: International Studies
International Studies senior honors project.
Class Format: independent study Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Ngonidzashe Munemo

HISTORY (Div. II)

Chair, Professor KAREN MERRILL

Professors: BERNHARDSSON, DEW***, KITTLESON, KOHUT**, LONG, MERRILL, MUTONGI, SINGHAM, SINIAWER*, W. WAGNER, WATERS, WHALEN, WONG, WOOD**. Associate Professors: L. BROWN, CHAPMAN***, DUBOW, GARBARINI, A. REINHARDT. Assistant Professors: KAPADIA, KNIBBS*, P. SPERO*. Research Associates: GUNDERSHEIMER, L. SPERO, STARENKO.

GENERAL STATEMENT OF GOALS

The History department seeks to cultivate a critical understanding and awareness of the past and the development of our students' intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students' ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed analyses and their analytical and rhetorical skills.

COURSE NUMBERS

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

First-Year Seminars and Tutorials (102-199): These writing-intensive courses give students an opportunity to explore an exciting historical topic in-depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of History, they are ideal for students contemplating a major in History.

Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores.

Each 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student's work. First-year students and sophomores will normally be given equal enrollment preference in 100-level tutorials.

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 thesis program or graduate school should contact the faculty director of the Thesis 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

Group G: Global History

In addition, students must take at least one course dealing with the premodern period (designated *Group P* in the catalog); this may be one of the courses used to fulfill the group requirement (*Groups A-G*).

A single course can meet the requirement for no more than one of Groups A through G.

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 seminar.

Application to enter the thesis program is made by spring registration in the junior year and is 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 a thesis submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year make arrangements to apply before leaving. Normally, it is the responsibility of the student to secure the agreement of a member of the department to act as his or her thesis advisor, normally a faculty member with whom the student has worked in the past. The student therefore consults with a member of the department about a thesis topic and secures the faculty member's agreement to serve as his or her thesis advisor prior to submitting a proposal to the department. The thesis proposal must be signed by a member of the History Department. Normally, the thesis topic is related to course work that the student has completed. Students should be aware that, while the department tries to accommodate all students who qualify to write a thesis, particular topics may be deemed unfeasible. Final admission to the thesis program depends 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 thesis program, he or she registers for History 493, Senior Thesis Seminar, in the fall semester, for History 031 during winter study, and for History 494, Senior Thesis Seminar, in the spring. In addition to researching and writing a thesis of approximately 75-100 pages, students attend special presentations under the History Department's Class of 1960 Scholars Program.

During the fall, students work regularly on their research and consult frequently with their advisors. Throughout the semester, thesis writers also present progress reports for group discussion to the seminar (History 493). Performance in the seminar is taken into consideration in determining students' continued participation in the thesis program and is taken into account in determining their final thesis grades calculated at the end of the year. Students are required to submit one draft thesis chapter to their advisor and the director of the thesis seminar by the end of the fall semester. During the first week of winter study students present their draft chapter to the thesis seminar and members of the history department thesis committee. Students deemed to be making satisfactory progress on their research and writing at this point are allowed to continue with the thesis. They devote the entire winter study period to thesis work. They normally conclude their research during winter study and must complete a second draft chapter of their thesis for submission to their advisor and the director of the thesis seminar before the end of winter study. By the beginning of spring semester, the thesis committee formally consults with advisors and makes a recommendation to the department on which students are allowed to proceed with the thesis. Those students continuing with the thesis present a draft chapter of their thesis to the thesis seminar and members of the department's thesis committee during the early weeks of the second semester.

Completed theses are due in mid-April, after which each student prepares and makes a short oral presentation of his or her thesis at the departmental Thesis Colloquium. Another student who has read the thesis then offers a critique of the thesis, after which the two faculty readers of the thesis offer their own comments and questions, followed by 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). Courses taken abroad, even at Oxford, cannot be used to satisfy the major seminar and advanced seminar/tutorial requirements, with only one exception: the tutorial on "Historiography: Tacitus to Weber" that is offered through the Williams-Exeter Program can count for major seminar credit. 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. You can find general study away guidelines for History here.

HIST 104 Travel Narratives and African History (W) Crosslistings: HIST 104/AFR 104
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 actual 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 14th 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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, oral reports, 1-2 short papers and a research paper Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST African Studies Electives HIST Group A Electives - Africa

Not Offered Academic Year 2016
SEM

HIST 110T(S) The Veil: History and Interpretations (D) (W) Crosslistings: HIST 110/ARAB 215/WGSS 110
This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.
The tutorial is part of the Exploring Diversity Initiative (EDI) because it considers the veil across different cultural areas.
Class Format: tutorial Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: first years, sophomores and those with demonstrated interest in the Middle East Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group E Electives - Middle East

Spring 2016
TUT Section: T1 TBA Instructor: Magnus Bernhardsson

HIST 111 Movers and Shakers in the Middle East (D) (W) Crosslistings: HIST 111/LEAD 150/ARAB 111
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 Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
SEM Instructor: Magnus Bernhardsson

HIST 115(S) The World of the Mongol Empire (W) Crosslistings: HIST 115/ASST 115
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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a final research paper Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar Extra Info: not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Anne Reinhardt

HIST 117(F) Bombay/Mumbai: Making of a Modern Metropolis (W) Crosslistings: HIST 117/ASST 117/GBST 117
Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo.
What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general?
This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis.
The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.
Class Format: seminar Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper Prerequisites: first-year or sophomore standing Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: first-year students, then sophomores Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Aparna Kapadia

HIST 119 The Japanese Empire (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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, response papers, short essays, and a final research paper Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia

Not Offered Academic Year 2016
SEM Instructor: Eiko Siniawer

HIST 121T The Two Koreas (W) Crosslistings: HIST 121/ASST 121
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.
Class Format: tutorial Requirements/Evaluation: 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 will be responsible for offering an oral critique of their partner's work Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia

Not Offered Academic Year 2016
TUT Instructor: Eiko Siniawer

HIST 127 The Expansion of Europe (W)
This course investigates the expansion of European power and influence over much of the rest of the world from the late Middle Ages to the mid-nineteenth century—the early period of European Imperialism. Specific topics will vary, but include the development and initial expansion of medieval and Renaissance Europe, the discovery and conquest of the New World, the struggle with Islam for command of the seas, the establishment of European influence in the East and Far East, the slave trade, the invasion of North America, and the initial steps toward hegemony in the Middle East and Africa. Students will investigate the ways in which individual personality, religiosity, greed, critical first contacts, and cultural misunderstandings and prejudices combined with important aspects of the Military, Scientific, and early Industrial Revolutions to establish European hegemony on a world-wide scale during this early period of European Imperialism.
Class Format: seminar Requirements/Evaluation: evaluation will be based on five short written exercises and one research paper Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 19 Expected Class Size:

15-19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern MAST Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: James Wood

HIST 129 Blacks, Jews, and Women in the Age of the French Revolution (D) (W)
Crosslistings: HIST 129/WGSS 129
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. 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.
Class Format: seminar **Requirements/Evaluation:** 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 **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** first-year students, and then sophomores, who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern JWST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: Shanti Singham

HIST 130 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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on a quiz, three shorter papers, and a longer, final project based on independent library research
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM Instructor: Eric Knibbs

HIST 135T(S) The Great War, 1914-1918 (W) **Crosslistings:** HIST 135/LEAD 135
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?
Class Format: tutorial **Requirements/Evaluation:** paper or critique every week
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first-year students, and then sophomores, who have not previously taken a 100-level tutorial **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia

Spring 2016
TUT Section: T1 TBA Instructor: James Wood

HIST 136 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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class attendance and participation, several short papers, and a final research paper **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST Urbanizing World Electives HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2016
SEM Instructor: Alexandra Garbarini

HIST 137(F) Victorian Britain and the Anglo-Afghan Wars (W)
Long before the US and its allies fought the recent war in Afghanistan (2001-14), Britain fought three Afghan Wars. Now almost forgotten, dusty reminders of Britain's imperial past, they were crucial moments in the "Great Game", the rivalry between the British and Russian empires for supremacy in Central Asia and control of land routes to British India. Largely disastrous for the British, the First Afghan War (1839-1842) resulted in the massacre of some 16,000 individuals, the second (1878-81) generated considerable domestic discord, and the third (1919) basically ended British influence in Afghan affairs. Nevertheless, they exercised the Victorian imagination and led to numerous cultural productions that will be dissected in our class: illustrated tales of British military exploits proliferated in the new mass circulation press; the children's writer G.A. Henty turned the conflicts into the stuff of imperial adventure; Rudyard Kipling made the Great Game the backdrop for his novel, *Kim*; military officers, government officials, "lady travellers", and amateur scholars all mapped the landscape and people of Afghanistan, an endless source of fascination for the Victorians. By interpreting these various forms of documentary evidence, we will not only reconstruct the history of Britain's Afghan wars but dissect the stories Britons told themselves about their Empire and about Afghanistan and its people.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class discussion, several response papers and short essays (2 pages each), a book review (5 pages), and a final, source-based annotated bibliography (5 pages) and research paper (15 pages)
Prerequisites: first-year or sophomore standing **Enrollment Limit:** 19 **Expected Class Size:** 12-15 **Enrollment Preferences:** first-year students, and then sophomores who have not taken a 100-level seminar **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Chris Waters

HIST 140T Fin-de-Siècle Russia: Cultural Splendor, Imperial Decay (W)
Imperial Russia on the eve of the First World War presents a complex picture of political conflict, social and economic change, and cultural ferment and innovation. Newly emergent political parties sought to enlist mass support to transform or overthrow the tsarist regime, which in turn endeavored to preserve itself through a combination of repression, reform, and the refashioning of its image. Rapid urbanization and industrialization, and the spread of education and literacy, gave rise to social conflict and dislocation, demands for social reform, and the redefinition of individual identities and beliefs. These political, social, cultural, and economic developments provided a fertile context for the burst of literary creativity and the emergence of modernist literary and artistic movements that occurred in *fin-de-siècle* imperial Russia. Through a variety of primary and secondary sources, this course will explore the interrelationship in late imperial Russia between political, social, and cultural change and conflict on the one hand and literary and artistic creativity on the other. Our goal will be to gain an understanding of both the pressures that contributed to the Revolutions of 1917 and the reasons why this proved to be such a culturally creative period.
Class Format: tutorial **Requirements/Evaluation:** in alternative weeks, students will write an essay based on class readings and critique their tutorial partner's essay **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2016
TUT Instructor: William Wagner

HIST 143(S) Soccer and History in Latin America: Making the Beautiful Game (D) (W)
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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, a series of short papers, and an 8- to 10-page research paper **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first year students and then sophomores who have not previously taken a 100-level seminar. If oversubscribed an application process may be developed to determine admission to the course
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2016
SEM Section: 01 TR 08:30 09:45 Instructor: Roger Kittleson

HIST 152(F) The Fourteenth Amendment and the Meanings of Equality (D) (W)
Crosslistings: HIST 152/WGSS 152
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.
Class Format: discussion Requirements/Evaluation: evaluation will be based on class discussion, three short analytical papers, and a final research paper Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar Extra Info: not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Enactment/Applications in Institutions

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Sara Dubow

HIST 154T The American Way of War: The First Three Centuries (W)
Is there an historically distinct American way of war? How have Americans experienced warfare? From the earliest days of European settlement through the final campaigns against American Indians west of the Mississippi, Americans have often been at war. Long before the United States became a world power those conflicts had determined many of the basic contours of American society, culture, and nationhood. This tutorial will investigate the nature and development of American wars over the period 1600 to 1900. Though some attention will be paid to the American Revolution and the Civil War, the tutorial will concentrate primarily on lesser known but still historically significant wars, including King Philip's War, the Seven Years War, the War of 1812, Jackson's Indian Wars, the Mexican-American War, the Plains Indians Wars, and the Spanish American War. All but the last were fought to conclusion in North America itself. How did Americans fight these wars? How did American militaries establish control over such a huge and varied continent? What role did military institutions play in the development of a distinctive American society? Did war abet social mobility, or lend itself to social control? What role did race play in the creation and sustaining of martial goals? What was the relationship between local military institutions and centralist attempts to create a national and/or professional army? What was the impact of warfare on American culture, on concepts of masculinity, and national or community images? Despite the fact that Americans have often conceived of themselves as a peace-loving people, war from the beginning has played a key role in shaping their society and nation. It is exactly the nature, meaning, and paradoxes of American wars that this tutorial will attempt to unravel.
Class Format: tutorial; students will meet with the instructor in pairs for an hour each week Requirements/Evaluation: 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 Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: first-year students, and then sophomores, who have not previously taken a 100-level tutorial Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
TUT Instructor: James Wood

HIST 156 From Pocahontas to Crazy Horse: Representations of Native Americans in Popular Culture (W) Crosslistings: HIST 156/AMST 158
In this class, we will explore a variety of media to interrogate depictions of Native peoples in the United States. By examining popular representations of iconic Native Americans (Pocahontas, Squanto, Sacagawea, and Crazy Horse, among others) in film, children's literature, websites, statuary and portraiture, etc., alongside scholarly interpretations of their lives, we can parse the creation and evolution of stereotypes about Native peoples and consider the cultural work that such imagery performs. For instance, why is it important to some people to imagine that Pocahontas lived happily ever after with John Smith, or that Squanto gave us the first Thanksgiving? Such national myths are based on kernels of historical reality, but they also elide important details and oversimplify the lives of both Native and European protagonists. By learning more about the complex Native individuals behind the stereotypes, we will face our assumptions, identify the cultural work these images perform, and question why certain portrayals of Native peoples continue to thrive. We will also interrogate other timely and recognizable images such as sports mascots and fictional characters to contemplate the ways that myths about Native pasts (and the stereotypes they engender) continue to affect real people living in this country today.
Class Format: seminar Requirements/Evaluation: brief response papers (1 page each), short papers (3-5 pages each), and a final paper (of approximately 10 pages); particular attention paid to developing students' drafting and revising processes as well as improving argumentation and style Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: potential history majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM

HIST 157 From Powhatan to Lincoln: Discovering Leadership in a New World (W) Crosslistings: HIST 157/LEAD 157/AMST 157
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. As often as possible, the course will analyze rival leaders to understand the many different forms of leadership that existed throughout American history and how historical contexts affected individual decisions. 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, and 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, the first governor of the Massachusetts Bay Colony; African American leaders like Gabriel Prosser, who led a slave rebellion, and Richard Allen, a free black abolitionist; presidents like George Washington and Thomas Jefferson; First ladies like Abigail Adams and Dolley Madison; advocates for women's rights like Elizabeth Cady Stanton and Susan B. Anthony, and others. Providing a survey of early American history through the study of these individuals, students will have a deeper appreciation of how historical processes shaped leaders—and how leaders have shaped history.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, weekly writing assignments, three 5-page essay assignments, and a final paper Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
SEM Instructor: Patrick Spero

HIST 164 Slavery in the United States (W) Crosslistings: HIST 164/AFR 164/AMST 165
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.
Class Format: seminar Requirements/Evaluation: building on several preliminary essays, each student will complete a research project which leads to a final research paper Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar Extra Info: 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
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Enactment/Applications in Institutions

Not Offered Academic Year 2016
SEM Instructor: Charles Dew

HIST 165 Going Nuclear: American Culture in the Atomic Age (W) Crosslistings: HIST 165/LEAD 165
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. In this 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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, several short essays, and a final 10- to 12-page research paper Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada SCST Related Courses

Not Offered Academic Year 2016
SEM Instructor: Jessica Chapman

HIST 166(S) Politics and Prose: Invisible Man in Historical Context (D) (W) Crosslistings: HIST 166/AFR 166/AMST 166
"I am an invisible man." So begins Ralph Ellison's treatise on black life in the U.S. in the middle of the 20th century. Ellison's book *Invisible Man* appeared in 1952, won the National Book Award, and secured a prominent place in the canons of both American and African American arts and letters. Often studied for its literary crafting and for the ways it echoes the work of classic American writers, *Invisible Man* iterates the black past as it affects its protagonist. This course brings readings in black sociology, anthropology, law, literature, political science, education, folk-life, and music to bear on its examination of the novel and its historical themes, including debates among black ideologues and leaders; links between culture and protest; and effects of black migration and urbanization.
Class Format: seminar Requirements/Evaluation: class participation and 4 papers Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Spring 2016
SEM Section: 01 MW 11:00 12:15 Instructor: Leslie Brown

HIST 167(F) Let Freedom Ring? African Americans and Emancipation (W) Crosslistings: HIST 167/AFR 167/AMST 167
This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.
Class Format: seminar Requirements/Evaluation: research paper, short writing assignments, class participation Prerequisites: first-year or sophomore standing; juniors or

seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2015
SEM Section: 01 TR 08:30 09:45 Instructor: Gretchen Long

HIST 168 1968-1969: Two Years in America (W) **Crosslistings:** HIST 168/AMST 168
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."
Class Format: seminar **Requirements/Evaluation:** 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 **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
SEM Instructor: Scott Wong

HIST 178T Marriage and the American Nation (W) **Crosslistings:** HIST 178/WGSS 178
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.
Class Format: tutorial **Requirements/Evaluation:** students meet in wkly 1-hr sessions with the instructor & a classmate; each wk, students will alternate between writing a 5- to 7-pg paper on the assigned readings (presented orally in class) & writing & presenting a 2-pg critique of classmate's paper **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores, and then first-year students who have not previously taken a 100-level tutorial **Extra Info:** the course will conclude with a final paper that examines one of the issues raised in class in greater depth may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not Offered Academic Year 2016
TUT Instructor: Sara Dubow

HIST 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe (D) (W) **Crosslistings:** AFR 193/HIST 193
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.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, oral reports, 1 short paper, and a 10- to 12-page research paper **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AFR Core Electives HIST Group A Electives - Africa HIST Group C Electives - Europe and Russia HIST Group D Electives - Latin America + Caribbean

Not Offered Academic Year 2016
SEM Instructor: Shanti Singham

HIST 201(S) History Behind the Headlines (D) **Crosslistings:** HIST 201/AMST 202
This course challenges students to think historically about the present by introducing the discipline's methods and conceptual tools to explore the background of news stories. What are the histories behind the headlines, specially the major issues covered by the media? How do media and public discourses reflect the use (or abuse) history to interpret or represent those issues? Students will be encouraged to become more critical consumers of "the news," but more importantly to see themselves, their families, and their peers as part of a historical contingent who are affected by the past. To augment the course, guest speakers visit the class to talk about how the topics they research and are represented in public discourses. Because of its commitment to explore how people in different societies respond to the pressing issues of the day and on how people in various corners of the world are redefining and rethinking notions of rights, this course is part of the Exploring Diversity Initiative (EDI).
Class Format: lecture **Requirements/Evaluation:** preparation for and participation in class and four papers **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 40
Enrollment Preferences: seniors and juniors
Distributional Requirements: Division 2 Exploring Diversity

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Leslie Brown

HIST 203(S) Modern African History (D) **Crosslistings:** HIST 203/AFR 203
This course surveys the history of 19th and 20th century Africa. The first section of the course focuses on the European conquest of Africa and the dynamics of colonial rule—especially its socio-economic and cultural consequences. The second section 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. 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on two 7- to 10-page papers, one exam, and an unspecified number of pop quizzes **Prerequisites:** none; no prior knowledge of African history required; open to all **Enrollment Limit:** 40 **Expected Class Size:** 15-25 **Enrollment Preferences:** students interested in History or Africana Studies
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST African Studies Electives HIST Group A Electives - Africa

Spring 2016
LEC Section: 01 TF 02:35 03:50 Instructor: Kenda Mutongi

HIST 207(F) The Modern Middle East (D) **Crosslistings:** HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/L
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30-40 **Enrollment Preferences:** completion of course admission survey if overenrolled **Distribution Notes:** meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Magnus Bernhardsson

HIST 209 The Origins of Islam: God, Empire and Apocalypse **Crosslistings:** REL 231/HIST 209
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/Evaluation: one 5-page paper, self-scheduled final, and a final research project **Prerequisites:** none; open to all **Enrollment Limit:** 30 **Expected Class Size:** 20
Distributional Requirements: Division 2
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC

HIST 212 Transforming the "Middle Kingdom": China, 2000 BCE-1600 (D)
Crosslistings: HIST 212/ASST 212
China expanded from scattered Neolithic settlements to become one of the world's most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the "early modern" seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquest of China proper by "barbarian" peoples, the composition of elites, and change in daily life, popular culture and China's place in the East Asian and world systems. 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.
Class Format: lecture/discussion **Requirements/Evaluation:** 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 Class Size:** 30-40
Distributional Requirements: Division 2 Exploring Diversity

Other Attributes: GBST East Asian Studies Electives GBST Middle Eastern Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Anne Reinhardt

HIST 213(F) Modern China, 1600-Present (D) **Crosslistings:** HIST 213/ASST 213
Observers may be struck by the apparent contradictions of contemporary China: market reforms undertaken by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course will examine China's historical engagement with the modern world in order to gain perspective on our current views. It will cover the Qing (1644-1911) dynastic order, encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, the "other Chinas" of Taiwan and Hong Kong, economic liberalization, and globalization. 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.
Class Format: lecture/discussion **Requirements/Evaluation:** 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 Class Size:** 35-40
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Anne Reinhardt

HIST 217 Early Modern Japan **Crosslistings:** HIST 217/JAPN 217/ASST 217
Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam **Prerequisites:** none; open to all **Enrollment Limit:** 40
Expected Class Size: 25-30
Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Eiko Siniawer

HIST 218 Modern Japan **Crosslistings:** HIST 218/JAPN 218/ASST 218
Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30 **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia

Not Offered Academic Year 2016
LEC Instructor: Eiko Siniawer

HIST 219 Japanese Culture and History from Courtiers to Samurai and Beyond (D)
Crosslistings: HIST 219/COMP 229/ASST 219/JAPN 219
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. Team 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response assignments, quizzes, one short paper (approximately seven pages), and a final exam **Prerequisites:** none; open to all **Enrollment Limit:** none
Expected Class Size: 30 **Enrollment Preferences:** students majoring or considering a major in a related field **Distribution Notes:** meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP or JAPN
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Eiko Siniawer

HIST 220(S) History and Society in India and South Asia: c. 2000 to 1700s CE
Crosslistings: HIST 220/ASST 222
This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the Indus Valley civilization to the end of the Mughal Empire and will address topics such the as the "discovery of India", the coming of the "Aryans", society and culture in the great epics like the *Ramayana*, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, response papers and presentation, 2 essays, a mid-term and a final exam **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20-25 **Enrollment Preferences:** none
Distributional Requirements: Division 2
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Aparna Kapadia

HIST 221 The Making of Modern South Asia: 1750-1950 CE **Crosslistings:** HIST 221/ASST 221/GBST 221
This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan.
We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content.
One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20-25
Distributional Requirements: Division 2
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Not Offered Academic Year 2016
LEC Instructor: Aparna Kapadia

HIST 222(S) Greek History **Crosslistings:** CLAS 222/HIST 222
Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest developments in Greek culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world. The readings will concentrate on original sources, including historical writings, philosophy, poetry, and oratory.
Class Format: lecture/discussion **Requirements/Evaluation:** 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:** 25 **Expected Class Size:** 25
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Kerry Christensen

HIST 223 Roman History **Crosslistings:** CLAS 223/HIST 223
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.
Class Format: lecture/discussion **Requirements/Evaluation:** 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 Class Size:** 40
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Kerry Christensen

HIST 224(S) Roman Archaeology and Material Culture **Crosslistings:** CLAS 224/HIST 224/ANTH 235/ARTH 235
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm, and a final exam
Prerequisites: none **Enrollment Limit:** 40 **Expected Class Size:** 30 **Enrollment Preferences:** majors or prospective majors in Classics, History, Art History, and Anthropology
Distribution Notes: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST or ANTH
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH pre-1600 Courses HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: Benjamin Rubin

HIST 225 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on three short papers, a mid-term, and a self-scheduled final **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 20-30 **Enrollment Preferences:** History majors
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Eric Knibbs

HIST 226 Europe From Reformation to Revolution: 1500-1815 **Crosslistings:** HIST 226/REL 222
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on two short papers, a midterm and a final exam **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 25-35
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern JWST Elective Courses

Not Offered Academic Year 2016
LEC Instructor: James Wood

HIST 227 A Century of Revolutions: An Activists' Survey of 19th Century Europe and Why It Matters Today
This course offers a non-traditional survey, one focused on the relevance of 19th century Europe for us today. The 19th century is intimately linked to us world citizens of today, both in the perils it bequeathed us—most importantly, widespread global environmental destruction—and in the promise it offers us—through a century of radical political protest aimed at reconfiguring the world in a more equitable and just direction. We will focus on 19th century activists—Karl Marx, 48'ers, *communards*, anti-imperialists, socialists, anarchists, feminists, trade unionists and pacifists—and on environmentalists and activists today, as we compare and contrast the movements of the 19th century with possibilities for change today.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based on student participation, a take-home mid-term paper, the completion of an original research paper or project, and the study of and/or participation in a contemporary activist movement
Prerequisites: none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20
Enrollment Preferences: none
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2016
SEM Instructor: Shanti 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 beginning of the twenty-first 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; the 1989 revolutions in Eastern Europe; and the recent debates about Islam in 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, several quizzes, an exam, and two papers **Prerequisites:** none; open to all
Enrollment Limit: 40 **Expected Class Size:** 35-40
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Chris Waters

HIST 229 European Imperialism and Decolonization (D) **Crosslistings:** HIST 229/AFR 229
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. Issues to be explored include imperialism and its relationship to Christianity, gender, racism, and economic profit. In the second half of the course, we will examine some of the most dramatic cases of decolonization, including Gandhi and Nehru's independence movement in India, Ho Chi Minh's victory at Dien Bien Phu, and the torturous struggle for independence in Lumumba's Congo. As a transatlantic and transpacific course focusing on race relations, power and privilege, this course fulfills the EDI requirement.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on a midterm, a final exam, a 10-page research paper, and class participation **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 15-20 **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group A Electives - Africa HIST Group B Electives - Asia HIST Group C Electives - Europe and Russia HIST Group D Electives - Latin America + Caribbean HIST Group E Electives - Middle East

Not Offered Academic Year 2016
LEC Instructor: Shanti Singham

HIST 230(F) Modern European Jewish History, 1789-1948 **Crosslistings:** HIST 230/JWST 230
What does it mean to be a Jew? The vexed question of Jewish identity emerged anew 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 different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European 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 reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern anti-Semitism, the role of Jewish women, interwar Jewish life and culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and a novel.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two papers, and a final exam **Prerequisites:** none **Enrollment Limit:** 40
Expected Class Size: 10-20
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia JWST Core Electives

Fall 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Alexandra Garbarini

HIST 231 Medieval England **Crosslistings:** HIST 231/REL 217
Across the entire world of the Middle Ages, no region has captured the modern pop-culture imagination as much as medieval England. From the Battle of Hastings to Magna Carta, from Braveheart to King Arthur, medieval English history and popular knowledge of the medieval past are closely linked. This course will survey the history of England from the Roman period through the reign of Richard II (AD 43—1399). We will find a great deal to detain us in these thirteen centuries, including the Anglo-Saxon settlement of England and subsequent conversion to Christianity, the Viking raids of the ninth and tenth centuries, the Norman Conquest, the growth of English common law, the murder of Thomas Beckett, Edward I's campaigns in Wales and Scotland, the Peasants' Revolt of 1381, and the beginning of the Hundred Years War. We will focus particularly on power and politics, but primary readings will add important social, cultural and religious context. Our meetings will emphasize lectures and discussion equally. No prior knowledge is expected.
Class Format: lecture/discussion **Requirements/Evaluation:** several short papers, a midterm and a final **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 35
Enrollment Preferences: History majors
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Eric Knibbs

HIST 239 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 "Volksgemeinschaft"; the Nazi image of the Jew; the "Final Solution"; World War II on the battlefront 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.
Class Format: lecture/discussion **Requirements/Evaluation:** active and effective participation in class discussion, three interpretive essays, and a number of pop quizzes **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30-35
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia JWST Elective Courses

Not Offered Academic Year 2016
LEC Instructor: Thomas Kohut

HIST 240(F) Muscovy and the Russian Empire
Between the fourteenth and the seventeenth centuries the princes and political elite of Muscovy created an extensive multi-ethnic and multi-religious 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, collapse.
Class Format: lecture/discussion **Requirements/Evaluation:** 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 **Enrollment Limit:** 40 **Expected Class Size:** 15-25
Distributional Requirements: Division 2
Other Attributes: GBST Russian + Eurasian Studies Electives HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: William Wagner

HIST 241(S) The Rise and Fall of the Soviet Union **Crosslistings:** HIST 241/LEAD 241
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.
Class Format: lecture/discussion **Requirements/Evaluation:** 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 Class Size:** 25
Distributional Requirements: Division 2
Other Attributes: GBST Russian + Eurasian Studies Electives HIST Group C Electives - Europe and Russia LEAD Facets or Domains of Leadership

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: William Wagner

HIST 242(F) Latin America From Conquest to Independence
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers (4-5 pages), and a take-home final exam **Enrollment Limit:** 40 **Expected Class Size:** 25
Distributional Requirements: Division 2
Other Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group P Electives - Premodern

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Roger Kittleson

HIST 243(S) Modern Latin America, 1822 to the Present
This course will examine salient issues in the history of the independent nations of Latin America. The first 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 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, Agentina, Cuba, Chile, Venezuela, Nicaragua, and Guatemala.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two shorts papers (3-5 pages), and a take-home final exam **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 35-40
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Roger Kittleson

HIST 245 History of Modern Brazil (D) **Crosslistings:** HIST 245/AFR 346
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 booster-ish 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers, and a final exam **Prerequisites:** none; open to first-year students with instructors permission **Enrollment Limit:** 40 **Expected Class Size:** 15-20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2016
LEC Instructor: Roger Kittleson

HIST 248 The Caribbean: From Slavery to Independence (D) **Crosslistings:** AFR 248/HIST 248
This course explores the history of the Caribbean from the eighteenth to the twentieth centuries, focusing on a comparative approach to British, French, Spanish, and American rule in the region. It will concentrate on the history of Jamaica, Haiti, Cuba and Puerto Rico. Topics to be covered include: comparative slave systems; plantation economies; revolution, rebellion and resistance; voodoo and slave religions; indentured labor and intra-Caribbean migration; free persons of color, mulattoes, and West Indian color hierarchies; class and color; trade unionism; communism; the independence movements; the failed West Indies Federation, CARIFTA and CARICOM; Black Power; women in the contemporary Caribbean; migration; and the legacies of slavery and colonialism.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, a midterm and final examination, and a 10- to 12-page research paper **Prerequisites:** none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20
Enrollment Preferences: Africana Studies concentrators; History majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group P Electives - Premodern LATS Countries of Origin + Transnationalism Elect MAST Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Shanti Singham

HIST 252 From Contact to Civil War: A History of North America 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.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, mid-term, final exam, book review, and weekly writing assignments **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 15-20
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Charles Dew

HIST 253(F,S) Modern U.S. History
This course surveys themes and issues that inform the historical landscape of the United States after the Civil War and Reconstruction, from the late 1800s to the present. With special attention to freedom and fragmentation, the course examines the dilemmas inherent to American democracy, including: westward expansion and Indian affairs; immigration and nationalism; progressivism and domestic policy; the expanding role of the United States in the world; race, gender, and rights; and the shifting terrains of liberalism and conservatism. The course also tunes into the connections between current affairs and the American past. Course materials include a range of primary sources (letters, political speeches, autobiography, film, oral histories, fiction, and photography) and historical interpretations.

Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on some combination of quizzes, short papers, and a final exam or final paper **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30-40
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Karen Merrill

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: Carmen Whalen

HIST 262 **The United States and the World, 1776 to 1914**
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two 5- to 7- page papers, quizzes, and a final exam **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 15-25
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Not Offered Academic Year 2016
LEC Instructor: Jessica Chapman

HIST 263 **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 superpowers, 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.
Class Format: lecture/discussion **Requirements/Evaluation:** 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 Class Size:** 25-30
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Not Offered Academic Year 2016
LEC Instructor: Jessica Chapman

HIST 279 **From Cahokia to Casinos: Histories of Native North America from Precontact to the Present** **Crosslistings:** HIST 279/AMST 279
This course will introduce students to the Native histories of North America, from theories about the arrival of the "first Americans" to this continent, through the possibilities of early encounters and the challenges of different colonial systems, to the creation of the United States and subsequent policies of forced removal, allotment, assimilation, and education. We will also focus on Native responses to such policies, including the Red Power movement and other efforts aimed at gaining the right to be both Native and American. Finally, we will examine the issues facing Indian Country today (such as environmental worries, health concerns, and gaming and land rights) as Native peoples continue to fight to maintain their political, cultural, and territorial sovereignty in the face of what many see as an ongoing process of imperialism. Throughout, we will assume that Native Americans were and are active producers of their own histories; by seeing Native agency, adaptability, and tenacity, we can undermine the persistent "myth of the vanishing Indian". By the end of the course, students will be able to reevaluate their understanding of North American history in general and to answer the question of why Native American histories matter to all of us.
Class Format: lecture/discussion **Requirements/Evaluation:** students will be evaluated based on their participation in class discussion and completion of the required assignments, including a writing assignment and midterm and final exams **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** History majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC

HIST 280 **African American History: An Introduction (D)** **Crosslistings:** HIST 280/AFR 280
This course provides a survey of African American History from the earliest importation and migration of Africans to North American 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on three short papers, a take-home final exam, and performance in in-class discussions and assignments **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20-30
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
LEC Instructor: Gretchen Long

HIST 281(S) **African-American History, 1619-1865 (D)** **Crosslistings:** HIST 281/AFR 281
This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The course demonstrates how economically, culturally, and politically, African Americans shaped and were shaped by the historical landscape of the nation.
The experience of enslavement necessarily dominates this history, and it is the contours and nuances of slavery—and the development of racial classifications—that give this course its focus. But with a attention centered on African Americans, the course also explores African cultural influences, the significance of gender, the lives of free blacks, and the cultural and intellectual significance of the abolitionist movement. The course closes on the themes that emerge from the war between the states, and on the meaning of freedom and emancipation. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential. 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on short papers, a midterm exam, a final exam, brief in-class writing assignments, and class participation **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 20-25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Spring 2016
LEC Section: 01 MWF 08:30 09:45 Instructor: Gretchen Long

HIST 282(F) **African-American History From Reconstruction to the Present (D)**
Crosslistings: HIST 282/AFR 282
This course introduces students to the significant issues that shaped African-Americans' historical experiences from Reconstruction to the end of the twentieth century: the changing meanings of freedom, equality, and rights; the intersections of ideology and activism; the links among local, regional, and national organizations; the political culture of black institutional and organizational life; the struggle against Jim Crow and for human and civil rights; migration and urbanization; and resistance and protest.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, three papers **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 20-25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Leslie Brown

HIST 283(F) **Introduction to Native American History (D)** **Crosslistings:** AMST 280/HIST 283
Long ignored and romanticized, Native American history has become a vibrant area of study rich with new scholarship. This course will grapple with the most important issues currently driving inquiry within the field. We will investigate pivotal developments in Native American history and build a foundation for future coursework in Native Studies. Course topics will include: the new worlds that Natives and various newcomers created, competing visions for what is now known as the United States, tribal sovereignty, federal Indian policy, notions of authenticity, structures of settler colonialism, resistance movements, Indigenous governance, cultural revitalization, conflict over natural resources, and urban experiences. We will also examine how stories about the Indigenous past have been politicized, and how Indigenous histories can reshape our broader understandings of American history and culture. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will examine shifting power relations and cross-cultural interaction in Native America.
Class Format: lecture **Requirements/Evaluation:** two short papers and an in-class essay midterm and final **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 20 **Enrollment Preferences:** American Studies majors and History majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Doug Kiel

HIST 284(F) **Introduction to Asian American History (D)** **Crosslistings:** HIST 284/AMST 284/ASST 284
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."
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on four 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 Class Size:** 30
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses HIST Group F Electives - U.S. + Canada

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Scott Wong

HIST 286(S) **Latina/o History, 1848 to the Present (D)** **Crosslistings:** LATS 286/HIST 286
From 1848 to the present, Latina/o communities have taken shape in the United States through conquest and migration. Why and when have distinct Latina/o groups come to have sizeable communities in different regions of the United States? U.S. imperialism and foreign policies, as well military, political and economic ties between the United States and the various countries of origin define the political and economic contexts in which people leave their homes to come to the United States. In their search for low-wage labor, U.S. employers have recruited workers from Latin America and the Hispanic Caribbean. Mexicans, Puerto Ricans, Cubans, Dominicans, Guatemalans, and Salvadorans, as well as others, have responded to labor recruitment and have also relied on networks of family and friends to seek a better life in the United States. What do the histories of these distinct Latina/o groups share and where do their experiences diverge? This EDI course examines the racial dynamics at play in the formation of Latina/o communities, as well as the impact of U.S. hierarchies of race, ethnicity, gender and class on the labor histories of Latinas and Latinos.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final essay **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Carmen Whalen

HIST 291(F) **The History of American Capitalism** **Crosslistings:** LEAD 220/HIST 291/AMST 218
This course surveys the history of American capitalism from the 17th century to the present. Organized around the twin themes of growth and inequality, it charts how a relatively minor group of colonies developed into a world economic superpower, and how this transformation has shaped how Americans have lived and worked. More than just a history of business titans, it looks in detail at how political and social contests have shaped the American economy. Among the topics we will discuss are: the differences between Native and colonial economies; the role of slavery in American economic development; the rise of wage labor and the gendering of economic activities; the effects of war, corporate consolidation, and new technologies; the shifting part played by America's governments in promoting, shaping, and sometimes constraining economic growth; the "financialization" of the American economy; and the striking rise in economic inequality in the late 20th century. As students of Leadership Studies, we will pay particular attention to the roles individuals and organizations have played in reshaping the contours of the American economy. Students should note that this course employs primarily qualitative modes of analysis; course work in economics is not presumed.
Class Format: lecture **Requirements/Evaluation:** term paper (8-10 pages), midterm and final in-class exams **Prerequisites:** none **Expected Class Size:** 25 **Enrollment Preferences:** leadership studies and american studies concentrators; history majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Mason Williams

HIST 293(F) **History of Medicine** **Crosslistings:** HSCI 320/HIST 293
A study of the growth and development of medical thought and practice, together with consideration of its interaction with science and social forces and institutions. The course aims at an appreciation of the socio-historical construction of Western medicine, from prehistory to the twentieth century. The course begins with paleomedical reconstructions, and moves to Babylonian, Egyptian and Greek [not only Hippocratic] 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.
Class Format: seminar **Requirements/Evaluation:** six short papers (3 pages), midterm, final hour exam **Prerequisites:** none; open to first-year students **Enrollment Limit:** 15
Distributional Requirements: Division 2
Other Attributes: HIST Group P Electives - Premodern PHLH Bioethics + Interpretations of Health SCST Related Courses

Fall 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Donald Beaver

HIST 294 **Scientific Revolutions: 1543-1927** **Crosslistings:** HSCI 224/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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on five problem sets, four short papers (3-5 pages), and two hour exams **Prerequisites:** none; open to first-year students **Enrollment Limit:** 30 **Enrollment Preferences:** seniors and juniors
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 3 requirement if registration is under HSCI
Distributional Requirements: Division 3
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern SCST Related Courses

Not Offered Academic Year 2016
LEC Instructor: Donald Beaver

HIST 295 **Technology and Science in American Culture** **Crosslistings:** HSCI 240/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 specialization of science and engineering led to their becoming vital national resources. Understanding these developments, as well as the heroic age of American invention (1865-1914), forms the focus of this course: how science and technology have helped shape modern American life.
Class Format: seminar **Requirements/Evaluation:** class discussion, six short reports (2-3 pages), and two hour exams **Prerequisites:** none; open to first-year students **Enrollment Limit:** 15
Distributional Requirements: Division 2
Other Attributes: ENVP SC-B Group Electives HIST Group F Electives - U.S. + Canada SCST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: Donald Beaver

HIST 301 **Approaching the Past: Is History Eurocentric?**
The modern historical profession is very much a European creation, originating in the Age of Enlightenment. Championing reason and challenging religious views of the past, the Philosophes linked the new secular study of man and his society to a view of historical progress. Some have argued that the very nature of the historical discipline is Eurocentric, based as it is on Western concepts of reason, science, and historical evolution which privilege European history at the expense of its non-Western counterparts. In this course, we will study some of the important spokesmen for historical progress (Voltaire, Condorcet, Marx, von Ranke) as well as some of their important critics. The first half of the course will survey the history of the historical profession from the Enlightenment to the present. In the second half of the course, we will read some of the great works of history which have attempted to explain the rise of the west, grappling with how and to what extent these interpretations are Eurocentric.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, two 10- to 12-page papers, and a final exam **Prerequisites:** restricted to History majors and sophomores planning to major in History **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** senior, then junior, History majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Shanti Singham

HIST 301 **Approaching the Past: Practices of Modern History**
What is history? What is it that historians do? In this course, students will explore questions of how and why we historians practice our craft. The first section of the course will examine how historians come to know, think about, and understand the past. Issues of the nature of historical "truth," objectivity and bias, types of sources, and uses of theory will be discussed. Next, we will address the ways in which historians write about the past, considering the influence of postmodernism on historical narratives, and historical film. Finally, we will examine the uses of history, including public history, history education, and the construction of historical memory. The class will meet once a week, and each session will focus on some theoretical material as well as readings that concretely illustrate the methodological issues at stake. These readings will be drawn from a broad range of topics, such as the Great Depression, the Nanking Massacre, and the assassination of JFK.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, short essays, and a final paper **Prerequisites:** restricted to HIST majors and sophomores planning to major in HIST **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** senior, then junior, History majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Eiko Siniawer

HIST 301 **Approaching the Past: Westward Expansion in American History**
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 twice a week, and the discussions 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.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, weekly critical writing, a midterm paper, and a final, book review essay **Prerequisites:** restricted to HIST majors and sophomores planning to major in HIST **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** senior, then junior, History majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Karen Merrill

HIST 301 **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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, weekly written critiques, and a final paper/project Prerequisites: restricted to History majors and sophomores planning to major in History Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: senior, then junior, History majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Leslie Brown

HIST 301 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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, response papers, short essays, and a final paper Prerequisites: restricted to History majors and sophomores planning to major in History Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: senior, then junior, History majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Roger Kittleson

HIST 301(F) Approaching the Past: History, Theory, Practice
This course will explore how the discipline of "History" has come to assume its present form and how a number of historians since the 1830s 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-1980s, comparing and contrasting their work with that of their nineteenth-century predecessors. We will then consider the writing 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 postmodernism. Finally, 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 various practices of history from the 1830s to the present.
Class Format: discussion Requirements/Evaluation: 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 Prerequisites: restricted to HIST majors and sophomores planning to major in HIST Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: senior, then junior, History majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
SEM Section: A1 MR 01:10 02:25 Instructor: Chris Waters

HIST 301(F) Approaching the Past: Writing the Past
"History" refers to the aggregate of past events as well as to the branch of knowledge that seeks to understand those past events. Whereas history courses often take as their content the first of these two meanings of history, focusing on the politics, society, and culture of a particular place in a particular historical era, this course will examine history's often concealed "other" meaning: the practices of historians, their methods and assumptions. In so doing, this course aims to unsettle history majors' own assumptions about what history "is" and what historians "do". How do historians reconstruct the past, and how and why have their approaches to sources, theories, and narrative strategies changed over time? And on a deeper level, how have historians' suppositions changed—if they have changed—about the nature of historical truth, knowledge, and the value of history to the societies in which they wrote? Taking history-writing itself as our object of study, over the course of the semester we will read the work of twelve, quite different historians from the classical to the modern era. Each week in our seminar meetings, we will subject these texts to a careful reading in order to understand and assess these historians' theories and practices.
Class Format: discussion Requirements/Evaluation: evaluation will be based on class participation, weekly critical response papers to the assigned reading, and a final paper Prerequisites: restricted to History majors and sophomores planning to major in History Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: senior, then junior, History majors
Distributional Requirements: Division 2

Fall 2015
SEM Section: G1 W 01:10 03:50 Instructor: Alexandra Garbarini

HIST 301(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.
Class Format: discussion Requirements/Evaluation: 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 Prerequisites: restricted to History majors and sophomores planning to major in History Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: senior, then junior, History majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Spring 2016
SEM Section: F1 W 01:10 03:50 Instructor: Scott Wong

HIST 301(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 twelve 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.
Class Format: seminar Requirements/Evaluation: in preparation for class discussion, students are required to produce a one-page critical response to the assigned reading each week, which will form the basis for class discussion Prerequisites: restricted to History majors and sophomores planning to major in History Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: senior, then junior, History majors Extra Info: in addition to writing eleven 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 may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Spring 2016
SEM Section: K1 W 01:10 03:50 Instructor: Thomas Kohut

HIST 302(S) Islamic Law: Past and Present Crosslistings: REL 243/ARAB 243/HIST 302
From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette.
The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.
Class Format: seminar Requirements/Evaluation: weekly responses, four 2- to 3-page essays Prerequisites: none Enrollment Limit: 19 Expected Class Size: 10 Enrollment Preferences: majors
Distributional Requirements: Division 2
Other Attributes: HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Saadia Yacoob

HIST 303(F) A History of Islam in Africa Crosslistings: HIST 303/REL 303/AFR 303/ARAB 303/GBST 303
This course examines the history of Islam in Africa from the seventh century to the present. We will start off by looking at the spread of Islam in different parts of Africa. We will then analyze the social, political, economic, and cultural impact of Islam on African societies, the interaction between Islam and indigenous African institutions, the Islamic revolutions in the nineteenth century, the impact of European colonial rule on Muslim societies, and the development of Islam in the post-independence period. We will also examine how African Muslims reconstructed and asserted their religious identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms, and formal and informal religious festivals. By the end of the semester students should be able to appreciate Islam's common framework as well as its diversity and dynamics within that larger framework and over time.
Class Format: seminar Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: lottery
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives HIST Group A Electives - Africa

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Kenda Mutongi

HIST 304(S) South Africa and Apartheid (D) Crosslistings: HIST 304/AFR 304
This course introduces students to the spatial, legal, economic, social and political structures that created Apartheid in South Africa, and to the factors that led to the collapse of the racist order. We will examine the many forms of black oppression and, also, the various forms of resistance to Apartheid. Some of the themes we will explore include industrialization and the formation of the black working classes, the constructions of race, ethnicities and sexualities, land alienation and rural struggles, township poverty and violence, Black education, and the Black Consciousness Movement. 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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation and three short papers Prerequisites: none; open to first-year students with instructors permission Enrollment Limit: 25 Expected Class Size: 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST African Studies Electives HIST Group A Electives - Africa JLST Enactment/Applications in Institutions

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Kenda Mutongi

HIST 305(S) Nationalism and Nation Building in the Middle East (D) Crosslistings: HIST 305/ARAB 305

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. Because this course is comparative in nature that utilizes theoretical frameworks to better understand cross-cultural interaction and because it focuses on the ways in which governments in the Middle East have used their power to legitimate their actions in the name of nationalism, this course fulfills the requirements of the Exploring Diversity Initiative (EDI).
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on several short papers and a "Magnus" Opus (a.k.a. final research paper) **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20-25 **Enrollment Preferences:** History majors and students with a background in Middle Eastern studies **Distribution Notes:** meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives HIST Group E Electives - Middle East

Spring 2016
LEC Section: 01 MWF 11:00 12:15 Instructor: Magnus Bernhardsson

HIST 307(F) A History of an African City **Crosslistings:** HIST 307/AFR 313/ENVI 306
The city of Nairobi was founded solely to serve the needs of white colonials and settlers. Fifty years later—in the 1960s—it had become dominated by Africans and is now, in the 21st Century, a major global city with over 4 million people. This course will trace the history of Nairobi from the 19th century to the present.
We will focus on the city's political and economic development, its racial conflicts, as well as the daily experience of various groups of city dwellers. We will also look at the growth of the city's physical infrastructure—its transportation, housing, trade, and labor networks. Students will also get a chance to read about the various artistic movements in Nairobi, focusing especially on music, theater, and street performances.
Class Format: lecture **Requirements/Evaluation:** two 7-page papers and one 12- to 15-page paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** seniors; History majors
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives GBST Urbanizing World Electives HIST Group A Electives - Africa

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Kenda Mutongi

HIST 308 Gender and Society in Modern Africa **Crosslistings:** HIST 308/WGSS 308/AFR 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."
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation and three short papers **Prerequisites:** none; open to first-year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 15-20
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives HIST Group A Electives - Africa WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
LEC Instructor: Kenda Mutongi

HIST 309(F) Arab Women Memoirs: Writing Feminist History **Crosslistings:** ARAB 252/COMP 252/WGSS 251/HIST 309
This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (*A Mountainous Journey: An Autobiography*), Fatima Mernissi (*Dreams of Trespass: Tales of a Harem Girlhood*), Leila Ahmed (*A Border Passage: From Cairo to America—a Woman's Journey*), Fadia Faqir and Shirley Eber (*In the House of Silence: Autobiographical Essays by Arab Women Writers*), and Jumanah Haddad (*I Killed Scheherazade: Confessions of an Angry Arab Woman*), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.
Class Format: seminar **Requirements/Evaluation:** active class participation, several short response papers, three short papers (3-5 pages), and a final paper (7-10 pages) **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** none **Distribution Notes:** meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under HIST or WGSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Amal Eqeiq

HIST 310 Iraq and Iran in the Twentieth Century (D) **Crosslistings:** HIST 310/ARAB 310
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, short essays, and a final paper **Prerequisites:** none; open to first-year students with instructors permission **Enrollment Limit:** none **Expected Class Size:** 20-40
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East

Not Offered Academic Year 2016
LEC Instructor: Magnus Bernhardsson

HIST 311 The United States and the Middle East **Crosslistings:** HIST 311/ARAB 311
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.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation, short papers and a final research paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** History and Arabic Studies majors
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East HIST Group F Electives - U.S. + Canada JWST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: Magnus Bernhardsson

HIST 313(S) The People's Republic: China since 1949 **Crosslistings:** HIST 313/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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on active class participation, several short papers and a final research paper **Prerequisites:** none (HIST 213 recommended) **Enrollment Limit:** 25 **Expected Class Size:** 12-20 **Enrollment Preferences:** junior and senior History and Asian Studies majors **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: HIST Group B Electives - Asia

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Anne Reinhardt

HIST 318(S) Nationalism in East Asia **Crosslistings:** PSCI 354/ASST 245/HIST 318
Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.
Class Format: lecture/discussion **Requirements/Evaluation:** two 5-page papers, class participation, final exam **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Political Science and Asian Studies majors
Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: George Crane

HIST 319(F) Gender and the Family in Chinese History (D) **Crosslistings:** HIST 319/WGSS 319/ASST 319
Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a final paper **Prerequisites:** none; open to first year-students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 20 **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity

Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Anne Reinhardt

HIST 321 History of U.S.-Japan Relations (D) **Crosslistings:** HIST 321/JAPN 321/ASST 321
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper **Prerequisites:** none; open to first-year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Eiko Siniawer

HIST 323 Leadership, Government, and the Governed in Ancient Greece (W)
Crosslistings: CLAS 323/LEAD 323/HIST 323
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.
Class Format: lecture/discussion **Requirements/Evaluation:** 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) **Prerequisites:** none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred; open to first-year students with instructors permission **Enrollment Limit:** 19 **Expected Class Size:** 12 **Distribution Notes:** meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
LEC Instructor: Kerry Christensen

HIST 324 The Development of Christianity: 30-600 C.E. (W) **Crosslistings:** REL 212/HIST 324
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.
Class Format: lecture/discussion; in-class group work **Requirements/Evaluation:** active and informed participation, one reflection paper (1 page), two textual analysis papers (3-4 pages)—at least one to be revised (option to revise both)
(see "Extra Info" for additional requirements) **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores considering a major in Religion or History, then senior and junior majors in these departments **Extra Info:** additional requirements: one historiographical analysis (5-7 pages), and a take-home final exam
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group P Electives - Premodern JWST Elective Courses

Not Offered Academic Year 2016
LEC Instructor: Denise Buell

HIST 325 The Great Library of Alexandria: Collecting and Connoisseurship in the Ancient World **Crosslistings:** CLAS 283/COMP 293/HIST 325/ARTH 283
During the early third century BCE, the Ptolemaic kings of Egypt built the Great Library of Alexandria to serve as a repository for all human knowledge. Such an audacious project of collection has rarely been attempted either before or since. At its height, the Great Library was reputed to house over 700,000 books from across the Greek world, as well as many translations of texts originally written in Latin, Hebrew, Egyptian, and even Sanskrit. Attracted by the vast stores of knowledge, scholars, artists, and poets flocked to the Great Library to create one of the most vibrant intellectual communities the world has ever known. In this course, we will examine the development and influence of the Great Library and its sister institution, the Mouseion (or "Museum") from a variety of cultural and historical perspectives. We will begin by exploring the political motives of the Ptolemaic kings and their reception of earlier traditions of collecting in the Greek and Near Eastern worlds. We will then turn to the intellectual and artistic activity at the Library itself, with special attention to the development of notions of connoisseurship and canon across various disciplines. Although implicated in the Ptolemies' political agenda, the scholars living and working in the Great Library were granted extraordinary freedom to pursue new ideas that transformed literature, science, and the arts forever. Readings will include selections from Theocritus' *Idylls*, Apollonius' *Argonautica* and Eratothenes' *Geography*. Finally, we will examine the legacy of the Great Library from the Roman empire to the present day, focusing particularly on how the concept of a universal archive has shaped the collecting practices of everything from modern art museums and Google Books to such governmental entities as the NSA. *All readings are in translation*.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on classroom performance, three response papers, one 12- to 15-page paper, and a midterm exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** preference given to majors or prospective majors in Classics, History, and Comparative Literature **Distribution Notes:** meets Division 1 requirement if registration is under CLAS, COMP or ARTH; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Benjamin Rubin

HIST 326 War in European History
From the ancient world to the twentieth century, war has always played an important part in European history. Europeans have not only constantly been at war with other Europeans, but also with neighboring cultures and, indeed, most peoples around the globe. This course will introduce students to the history of European warfare from its origins in the classical and medieval periods to its maturation in the early modern period (1450-1815), and its disastrous culmination in the nationalist struggles of the nineteenth and twentieth centuries. Has there been a distinctively "European Way of War" from the beginning? How do we explain failure and success in European wars? What exactly happened at the strategic, operational, and tactical levels of war? And what caused changes in the organization and waging of European war from one period to the next?
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, one short research paper, and midterm and final exams **Prerequisites:** none; open to first-year students with instructors permission **Enrollment Limit:** none
Expected Class Size: 30-40
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
LEC Instructor: James Wood

HIST 327 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on three short papers on specific problems presented by our sources, and a final, longer essay
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15-20 **Enrollment Preferences:** History majors
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern JLST Interdepartmental Electives JLST Enactment/Applications in Institutions

Not Offered Academic Year 2016
LEC Instructor: Eric Knibbs

HIST 328 Witchcraft **Crosslistings:** HIST 328/REL 328
A wide variety of human cultures have accepted the existence of the supernatural, the reality of magic, and the possibility of magical transgression. Among the most common supernatural crimes is witchcraft, which societies can invoke to explain natural disasters and disease, and to blame these occurrences on specific individuals, often social outcasts. Witchcraft became a particular focus of fear and fascination in Early Modern Europe, when inquisitors, theologians and many ordinary people came to believe that Western Christendom was threatened by a vast, covert conspiracy of witches in league with the devil. Countless "witches"—most of them women—were accordingly tried, tortured and sometimes even executed. Our course will examine these bizarre events and consider what religious, cultural and intellectual factors might help explain them. We will begin by investigating the medieval legal and theological developments that enabled and encouraged the persecution of witches, and go on to study some of the most important and sensational witch trials of the later medieval and early modern periods. Throughout, we will encounter many strange and intriguing documents produced by the inquisitors who persecuted witches, the scholars who imagined their activities, and the laws that defined their crimes. No prior experience with European history is required for this seminar, which will emphasize thoughtful writing and discussion.
Class Format: seminar **Requirements/Evaluation:** weekly 500-word essays and one class presentation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25
Enrollment Preferences: History and Religion majors
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM Instructor: Eric Knibbs

HIST 332 Queering Europe: Sexualities and Politics since 1850 (D) **Crosslistings:** HIST 332/WGSS 331
This course explores the construction, articulation, and politics of queer sexual desire in Europe from the later nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central

to questions of identity, personal and national, in modern European society. Topics include: the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and the recent politics of gay marriage. The course will focus primarily on Britain, France, and Germany, but also on Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will also be discussed. "Queering Europe" meets the requirements of the Exploring Diversity Initiative insofar as it explores how sexual difference has been constituted, contested, and experienced and how what we assume to be the "sexual norm" has a profoundly political history.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class discussion, the posting of four 500 word response papers, two 6- to 8-page interpretive essays, and a final research paper of approximately 12-15 pages **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 15-20 **Enrollment Preferences:** junior and senior History and Women's Gender & Sexuality majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2016
SEM Instructor: Chris Waters

HIST 333(S) Postwar Britain: Gender, Race, Sexuality, and Social Change, 1945-1990
Crosslistings: HIST 333/WGSS 332
A major theme in British historiography is the enormous social change that has taken place in Britain since the end of the Second World War. In the 1950s, sociologists argued about the extent to which postwar affluence was leading to the "embourgeoisement" of the working class; in the 1960s, the advent of the so-called "Permissive Society" witnessed the flourishing of a new culture of sex, drugs, and rock 'n roll; in the 1970s, the feminist and gay movements challenged gender roles that earlier had seemed so secure; in the 1980s, Thatcherism sought to halt the nation's apparent terminal decline, repudiating much of the progressive legislation of earlier decades by turning the clock back; finally, throughout this period successive waves of immigration appeared to many to challenge the cultural homogeneity of white Britain. This course will explore these themes, addressing the question of what it meant to be "postwar" in Britain, charting the gradual emergence of a new politics of class, gender, race, and sexuality in Britain that made the nation in 1990, at the end of the postwar period, a radically different place from what it had been in 1945. In attempting to make sense of these complex changes, we will consider a variety of documents and works by recent historians, along with a dozen films, which students will be required to view outside of class.
Class Format: discussion **Requirements/Evaluation:** class discussion, two 8-10 page interpretive essays, and a self-scheduled final examination **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 15-20 **Enrollment Preferences:** junior and senior History and Women's, Gender & Sexuality Studies majors
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Chris Waters

HIST 335 Weimar Germany
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.
Class Format: discussion **Requirements/Evaluation:** 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 **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20-25 **Enrollment Preferences:** students with background in European history, or History majors
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2016
LEC Instructor: Thomas 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.
Class Format: lecture/discussion **Requirements/Evaluation:** active and effective participation in class discussion, two five-page analytic essays on two of the topics considered in the course, and a final seven-page interpretative essay **Prerequisites:** none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20-25 **Extra Info:** the two analytic essays on an assigned course topic (50%); the final interpretative essay (30%); class participation (20%)
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group C Electives - Europe and Russia

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: Thomas Kohut

HIST 338 The History of the Holocaust **Crosslistings:** HIST 338/JWST 338/REL 296
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.
Class Format: mostly discussion **Requirements/Evaluation:** 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) **Prerequisites:** none; open to first-year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 20-25 **Enrollment Preferences:** History majors and Jewish Studies concentrators
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia JWST Core Electives

Not Offered Academic Year 2016
LEC Instructor: Alexandra Garbarini

HIST 339(F) Marx and His Times (and Marx's Relevance Today)
Growing economic inequality—at home and in the world—is fuelling powerful new protest movements reminiscent of the times of revolution in which Karl Marx played such an important role. Not surprisingly, activists, journalists, and academics have revived interest in studying Marx—the man, the activist, the theoretician—to discover his continuing relevance today. In this class, we will study Marx by reading some of his major political writings—e.g. *The Communist Manifesto*, *The Civil War in France*—in the context of the revolutions he was engaged in (the 1848 revolutions, the Paris Commune of 1871); we will study his activism, particularly the organization of the First International (1864-1876), Marx's disputes with anarchists and social democrats (*Critique of the Gotha Programme*), and his attitude towards the non-white world, through reading his correspondence and newspaper articles, as well as recent biographies; and we will read excerpts from his major theoretical and philosophical works, e.g., *On the Jewish Question*, *The Economic and Philosophical Manuscripts* and *Capital*, with an eye towards understanding how he changed and developed his ideas over time.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on class participation, and 2-3 medium sized papers **Prerequisites:** none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia

Fall 2015
SEM Section: 01 M 07:00 09:40 Instructor: Shanti Singham

HIST 340(F) Roman Cities in the Near East (D) **Crosslistings:** CLAS 340/ANTH 240/HIST 340
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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on classroom performance, one 15-minute oral presentation, one 10- to 12-page paper, a midterm and a final exam. **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** majors or prospective majors in Classics, Anthropology, Art History, and History
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under HIST or ANTH
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Benjamin Rubin

HIST 341 Envisioning Empire: Geography in the Graeco-Roman World (D)
Crosslistings: CLAS 341/HIST 341/ARTH 239
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 of implications geographical sources produced under the Roman Empire, including the *Res Gestae* of Augustus, Strabo's *Geography* and Tacitus' *Germania*. We will also look at maps and other visual representations of the Roman world, such as the personification groups depicted on the Roman imperial cult temples at Aphrodisias and Pisidian Antioch. Discussion will focus on 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.
Class Format: seminar/lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance; a midterm and one 12-15 page paper **Prerequisites:** none **Enrollment Limit:** 25 **Enrollment Preferences:** majors or prospective majors in Classics, Anthropology, and History **Distribution Notes:** meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST
Distributional Requirements: Division 1 Exploring Diversity

Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Benjamin Rubin

HIST 343 Conquistadors in the New World Crosslistings: HIST 343/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?
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on four short essays, class presentations, and a self-scheduled final exam Prerequisites: none Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: History majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group D Electives - Latin America + Caribbean HIST Group P Electives - Premodern LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2016
LEC Instructor: James Wood

HIST 347 Democracy and Dictatorship in Latin America
The inability—or failure—of Latin American countries to establish stable and democratic governments has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies in Brazil, Argentina, Mexico, Peru, and the countries of Central America. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"—and the implications of our choice of criteria.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, response papers, two short papers, and a longer (10-12-page) final essay Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15-20 Enrollment Preferences: History majors
Distributional Requirements: Division 2
Other Attributes: GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2016
LEC Instructor: Roger Kittleson

HIST 352(F,S) America and the Sea, 1600-Present (W) Crosslistings: MAST 352/HIST 352
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.
Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research paper Requirements/Evaluation: 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 Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2015
LEC Section: 01 TBA Instructor: Glenn Gordinier

Spring 2016
LEC Section: 01 TBA Instructor: Glenn Gordinier

HIST 353 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").
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, two writing assignments, and a final project Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20-25 Enrollment Preferences: History majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM Instructor: Patrick Spero

HIST 354(F) The Revolutionary Generation: Galaxy of Leaders Crosslistings: LEAD 285/PSCI 285/HIST 354
The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as 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.
Class Format: seminar Requirements/Evaluation: evaluation based on three papers, several class presentations, and active participation in all discussions Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: students with a background in American History or Political Science Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Susan Dunn

HIST 355 Perspectives on the American Revolution Crosslistings: HIST 355/LEAD 255
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation (20%), mid-term (20%) and final (25%) exams, and a final project (35%) Prerequisites: none; open to all Enrollment Limit: 25 Expected Class Size: 20-25 Enrollment Preferences: History majors and Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
LEC Instructor: Patrick Spero

HIST 356 The Rise of the North in Nineteenth Century America Crosslistings: HIST 356/AMST 356/LEAD 356
This course will study the diverse and vibrant economic, social, political, and cultural life of the northern states from the late-eighteenth century to the Civil War. Assignments will focus on specific civic, literary, business, and political leaders as a way to understand this era of rapid transformation. Topics covered will include industrialization, expansion, transcendentalism, regionalism, and political activism.
Class Format: seminar Requirements/Evaluation: class participation, two essays, regular short writing assignments, final Prerequisites: none Enrollment Limit: 40 Expected Class Size: 20 Enrollment Preferences: History majors and Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives

Not Offered Academic Year 2016
SEM

HIST 357(S) Beyond Tonto: American Indians in Film (D) Crosslistings: AMST 257/HIST 357/ARTH 260/ENGL 260/COMP 273
In 1893, Thomas Edison unveiled the kinetoscope and allowed audience members to glimpse the Hopi Snake Dance by peeking into the device's viewing window. Since the birth of the motion picture, films portraying Native Americans (often with non-Native actors in redface) have drawn upon earlier frontier mythology, art, literature, and Wild West performances. These depictions in film have embedded romanticized and stereotyped ideas about American Indians in the imaginations of audiences throughout the United States and around the world. In this course, we will critically examine representations of American Indians in film, ranging from the origins of the motion picture industry to the works of contemporary Native filmmakers who challenge earlier paradigms. We will reflect upon revisionist narratives, the use of film as a form of activism, Indigenous aesthetics and storytelling techniques, reflexivity, and parody. Throughout the semester, we will view and discuss ethnographic, documentary, and narrative films. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will examine power relations, cross-cultural interaction, and Indigenous social experiences.
Class Format: seminar Requirements/Evaluation: attend evening film screenings each week; two short papers; and a 10-page final Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: American Studies majors Distribution Notes: meets Division 2 requirement if registration is under AMST or HIST; meets Division 1 requirement if registration is under ENGL, ARTH, or COMP Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Doug Kiel

HIST 358(S) The Roosevelt Style of Leadership Crosslistings: LEAD 325/HIST 358
In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War?

How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.
Class Format: seminar **Requirements/Evaluation:** evaluation based on participation in class discussions, oral reports, two research papers **Prerequisites:** LEAD 125 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Leadership Studies concentrators and students with a background in American history and Political Science **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

Spring 2016
SEM Section: 01 T 01:00 04:00 Instructor: Susan Dunn

HIST 359 **The Politics of Presidential Leadership, 1776-1860** **Crosslistings:** HIST 359/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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation (25%), class presentation (10%), group presentation (5%), two essay assignments (each 15%), and a final project (30%) **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20-25 **Enrollment Preferences:** History majors and Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
LEC Instructor: Patrick Spero

HIST 360(F) **Leadership and Historical Memory** **Crosslistings:** LEAD 320/HIST 360
Many Americans know Abraham Lincoln as the uncontroversial national icon chiseled in marble on the Washington Mall. But Lincoln has also been depicted as the paragon of the American self-made man, a symbol of northern aggression toward the South, an inveterate white supremacist, America's first gay president, and even, in our age of absurdist humor, a vampire hunter. Far from being fixed and static, our historical leaders' images have changed as Americans have deployed those images in new ways to make political and cultural claims, to teach their children, to assert a national identity, and sometimes just to make money. In this course, we will study portrayals of four of the most famous leaders in American history - Abraham Lincoln, Eleanor Roosevelt, John F. Kennedy, and Martin Luther King, Jr. - each of whose image has served as an important site for cultural and social contestation. As we explore how portrayals of these leaders have changed over time, we will ask: Why do we remember our leaders the way we do? What do our images of our leaders tell us about American society and culture? Why have these images changed so dramatically over time? In what ways is the concept of "leadership" itself a historical construction? Our sources will include literature, film, public memorials, and journalism as well as biography and history.
Class Format: research seminar **Requirements/Evaluation:** several short essays, weekly writing assignments, and a longer research paper with presentation **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Mason Williams

HIST 361 **U.S. Settler Colonialism and Empire (D)** **Crosslistings:** AMST 416/HIST 361
Colonialism in American history is too often regarded as a finite period ending with independence or the "closing of the frontier," but as Patrick Wolfe argues, "settler colonialism is a structure, not an event." This seminar debunks the myth of the US as an "empire of liberty," and delves into a new generation of scholarship that frames settler colonialism and imperialism as deep-seated organizing principles that have characterized the United States since its founding. We approach settler colonialism as an enduring set of power relations and governmental practices that uphold Euro-American domination and seek to eliminate Indigenous power. The course covers topics such as: ideas of Manifest Destiny, military conquests of Native peoples, the shifting role of the US throughout the world during the twentieth century, mass incarceration as a means of social control, the post-9/11 Global War on Terrorism, the colonial present in Indian Country, and Indigenous decolonization movements and their global parallels.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon participation in discussions of weekly readings, short reviews, and a final paper that is 12-15 pages **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 12 **Enrollment Preferences:** American Studies majors and History majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
SEM Instructor: Doug Kiel

HIST 362 **The 1980s**
This course will consider whether and how the 1980s are coming into view as history. Conventional wisdom views the 1980s as being defined by selfishness, greed, and materialism, but that decade also saw society engaged in serious debates about individual and social responsibility, the relationship between the state and society, and about America's role in the world. Understanding this era involves tackling broader questions about liberalism, conservatism, the welfare state, the cold war, globalization, the presidency, social movements, identity politics, popular culture, religion, and the media in modern U.S. history. This course will address some of these questions, examine the varieties of ways in which individuals and social groups conceived and reconceived their personal and political identities, and explore various methods used to assess contemporary history.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on several short writing assignments; two 4- to 5-page essays; and a research paper (12-15 pages) **Prerequisites:** none; open to first-year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** determined by instructor
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
LEC Instructor: Sara Dubow

HIST 363 **Cold War Technocultures** **Crosslistings:** SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263
With the Soviet Union's collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world" hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period. The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical treads connecting MIT's legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin's spaceflight, the Apollo moon landing, and American civil defense; the postwar science of cybernetics and the emergence of the now iconic cyborg; the Club of Rome's *Limits to Growth* report and the Gaia hypothesis; plans backed by NASA for the industrialization, humanization, and colonization of outer space; and Ronald Reagan's Strategic Defense Initiative, "'Star Wars". Finally, case studies considered in Part III will focus on moments of conflict and resistance, appropriation, and unintended consequences of the preceding and other Cold War technological developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural causality of the US/CIA-backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberalism(s).
Class Format: seminar **Requirements/Evaluation:** weekly discussion precis, film screenings, class presentations, and a final research project decided in consultation with the instructor **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** preference will be given to students with a demonstrated interest in the study of Cold War science and technology
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Grant Shoffstall

HIST 364(F) **History of the Old South** **Crosslistings:** HIST 364/AFR 364/AMST 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.
Class Format: discussion **Requirements/Evaluation:** evaluation based on class participation, two papers of moderate length, and a comprehensive final examination **Prerequisites:** none; open to first-year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Charles Dew

HIST 365 **History of the New South** **Crosslistings:** HIST 365/AFR 365/AMST 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.
Class Format: discussion **Requirements/Evaluation:** evaluation based on class participation, 2 papers of moderate length, and a comprehensive final examination **Prerequisites:** none; open to first-year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
LEC Instructor: Charles Dew

HIST 366(S) **What They Saw in America** **Crosslistings:** SOC 244/HIST 366/AMST 244
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, capitalism, and race.
Class Format: seminar **Requirements/Evaluation:** active class participation, two or three short papers, and a class presentation/final paper **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Anthropology and Sociology majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: James Nolan

HIST 367 Frontiers in Early American History, 1607-1846
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?
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation (20%), 2 short writing assignments (10% each), midterm exam/project (25%), and a final project (35%) Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20-25 Enrollment Preferences: History majors
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Patrick Spero

HIST 368 Development of American Indian Law & Policy (D) Crosslistings: AMST 311/HIST 368
In this course, we will conceptualize Native peoples as nations, not merely racial/ethnic minorities. Students will learn about the unique legal landscape in Indian Country by charting the historical development of tribal governments and the ever-changing body of U.S. law and policy that regulates Indian affairs. We begin by studying Indigenous legal traditions, the European doctrine of discovery, and diplomatic relations between Native nations and European empires. We then shift our focus to treaty-making, the constitutional foundations of federal Indian law, 19th century U.S. Supreme Court decisions, and the growth of the federal bureaucracy in Indian Country. The course devotes considerable attention to the expansion of tribal governmental authority during the 20th century, the contemporary relationship between Indian tribes and the federal/state governments, and the role of federal Indian law as both a tool of U.S. colonial domination and a mechanism for protecting the interests of Indigenous communities. No prior background in law or Native American history is required.
Class Format: lecture Requirements/Evaluation: evaluation will be based upon short papers, group work, and in-class essay exams Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: American Studies majors and History majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Doug Kiel

HIST 369 American History in Film Crosslistings: HIST 369/AMST 369
Film can tell a story in ways that words alone cannot; films about history can "re-enact" the past for the purposes of entertainment. But like words, they can inform or dis-inform. Because the narrative arc requires resolution, movies may gloss over complexities. And yet, filmmakers also can deploy tools and methods that delve deeply into the intimacies of a singular life, the intricacies of a singular experience, or the nuances of a singular interaction. This course uses popular films about 19th and 20th century American history explore the following questions: What do movies about America history (generally and specifically) convey about American culture? How have depictions of ideas, events, and people in American history changed over time? What historical depictions were or are controversial, when, and why? Why have certain films about American history sustained popularity? Films include *Birth of a Nation; Gone with the Wind; Casablanca; Tora! Tora! Tora!; Malcolm X; Apocalypse Now*; and others.
Class Format: seminar; the class will meet twice weekly, with a separate weekly film screening Requirements/Evaluation: several reviews and short papers, and a final paper or project Prerequisites: knowledge of American history strongly recommended Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: junior and senior History majors; then sophomores; then first years
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
SEM Instructor: Leslie Brown

HIST 370(F) African American Urban History Crosslistings: HIST 370/AFR 366
In the mid twentieth century, "inner city" became synonymous with poor African Americans living in the urban centers of the industrial North and West. However, urban African American history stretches back to before the Declaration of Independence. African Americans built and dwelled in great cities North and South. This course will explore the history of African Americans in places like New York, Savannah, Chicago, Miami, and Oakland. We will explore such themes as slavery and freedom in cities, migrations to cities in the early 20th century, the shape of Jim Crow in the North, and the contention over the definition of "black" as Caribbean and African migrants came to urban centers after 1960. We will pay particular attention the history of black urban culture and style, reading texts on fashion, music, dance, and leisure. Students will write one book review (2-3 pages), do an oral presentation, and write two papers. One brief research paper (7-10 pages) and one historiographic essay (7-10 pages).
Class Format: seminar Requirements/Evaluation: one short book review, one brief research project (7-10 pages), and one historiographic essay Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: Africana Studies concentrators and History majors
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Fall 2015
SEM Section: 01 Cancelled

HIST 371 The History of U.S. Environmental Politics Crosslistings: HIST 371/ENVI 371
The politics surrounding the environment today are a super-heated source of conflict, at the same time that most opinion polls show that Americans widely embrace many environmental protections. While environmental concerns have long been a part of local politics in America, this course will largely explore the emergence and prominence of environmental issues in national politics from the first organized conservation efforts in the late nineteenth century to the present-day concerns with the global environment. Throughout the course, we will investigate both how changes in the environment have shaped American politics and how political decisions have altered the American, 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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, weekly critical writing, an analytical essay, and a final exam Prerequisites: none; open to all Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: History, Environmental Policy, and Environmental Science majors or prospective majors if the course is over-enrolled
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
LEC Instructor: Karen Merrill

HIST 372 The North American West: Histories and Meanings
This course will explore the various and contested histories of the geographical region in North America that Americans often call "the West". With porous boundaries; changing empires and national borders; an extraordinarily diverse mix of peoples; and most importantly, continuous indigenous presence to the present day, this region both has a remarkably rich history and poses central questions to how we view American history. What if, from the vantage point of the 1780s, we look not at the founding of the United States in the East but at the elaboration of the Spanish mission system in California and other parts of the Southwest? Or what if, instead of understanding "the West" as a place that people migrated "to" from "the East", we think about "the West" as a place diversely inhabited for hundreds, even thousands, of years that experienced both very sudden and violent forms of military conquest and settler colonialism, as well as waves of migration from many different compass points around the globe? And where do Americans' stories of western individualism fit into the histories of massive federal interventions in "the West"? We will take up these and many other questions as we examine topics from the era before Europeans arrived in North America to the present day.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, 3 short to moderate writing assignments, and one moderate research paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: History majors
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
SEM Instructor: Karen Merrill

HIST 374 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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, two short papers, reading quiz, and a final research paper Prerequisites: none; open to first-year students with instructor's permission Enrollment Limit: 25 Expected Class Size: 15-25
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern PHLH Bioethics + Interpretations of Health SCST Elective Courses

Not Offered Academic Year 2016
LEC Instructor: Gretchen Long

HIST 375 History of American Childhood (D) Crosslistings: HIST 375/AFR 375
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?
Class Format: lecture/discussion Requirements/Evaluation: students will be required to write three papers and be expected to contribute actively to class discussion Prerequisites: none; open to first-year students with instructor's permission Enrollment Limit: 25 Expected Class Size: 20-25 Enrollment Preferences: determined by instructor
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
LEC

HIST 376(F) Sex, Gender, and the Law in U.S. History (D) Crosslistings: HIST 376/WGSS 376/JLST 376
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of

American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on two short (4-5 page) papers; one longer (10-12 page) paper; an in-class presentation, and participation in class discussion **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25
Enrollment Preferences: History majors; WGSS majors; Justice & Law Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Sara Dubow

HIST 377(S) Democracy in America: From the Founding to Facebook **Crosslistings:** LEAD 205/HIST 377
We all know that we live in a democracy. But what it has actually meant to be citizens in a democratic republic has changed dramatically over the course of American history - as have the bounds of citizenship. In this course, we will look at how new ideas, social movements, and technological changes have reshaped American democracy. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and the ways in which new technologies such as Facebook and Twitter are reshaping democratic participation in the 21st century. We will ask: Who, exactly, has been permitted to participate in American politics, and on what terms? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? If so, why? Has American political leadership been distinctive in international comparison, and if so, what does this reveal about the distinctive characteristics of American democratic politics and citizenship?
Class Format: lecture **Requirements/Evaluation:** weekly writing assignments, term paper, midterm and final in-class exams **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Mason Williams

HIST 378 The History of Sexuality in America **Crosslistings:** HIST 378/WGSS 378
Sex is often thought of as an unchanging need, behavior, or instinct—a form of experience without history. And yet even in the recent past, sexual desires, acts, identities, attitudes, and technologies have undergone profound transformations. This course explores those transformations, tracing the shifting and contested meanings and experiences of sex and sexuality from the pre-colonial period to the present, and examining how and why sexuality has become so central to identities, culture, politics, and history. To understand how sexuality has been regulated by the state and what sexuality has meant to ordinary Americans in the past, we will use a wide range of primary sources, including as private letters, law cases, photographs, films, and music. Many of the topics are relevant to contemporary public debates, including controversies over censorship, sexual violence, gay and lesbian sexualities, transgender identities and politics, abortion, and sexually transmitted diseases.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, a midterm examination, several short papers, and a 10- to 12-page research paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20-25 **Enrollment Preferences:** History majors and Women's Gender & Sexuality majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada PHLH Reproductive, Maternal and Child Health WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
LEC Instructor: Sara Dubow

HIST 379(S) Black Women in the United States (D) **Crosslistings:** HIST 379/AFR 379/WGSS 379
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.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on student participation, three papers, and a brief oral presentation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 15-20 **Enrollment Preferences:** History majors and Africana Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Spring 2016
LEC Section: 01 TF 02:35 03:50 Instructor: Gretchen 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on two short critical essay (5-7 pages) and a final oral history/family history 15-20 pages)
Prerequisites: none; open to first-year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ASAM Core Courses GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada JLST Enactment/Applications in Institutions LATS Comparative Race + Ethnic Studies Electives

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Scott Wong

HIST 381 From Civil Rights to Black Power (D) **Crosslistings:** HIST 381/AFR 381
Focusing on African Americans' demands for the rights and responsibilities of citizenship, and placing their perspectives at the center, this course explores the themes of the black freedom movement as it transpired in the second half of the twentieth century in the United States. The course follows a chronological format that is grounded in post-World War II internationalism and domestic Jim Crow, covers the civil rights and the black power movements of the 1950s, 60s and 70s, and then moves toward current issues in black politics. The topics examined include the strategies and organizing principles of legal challenges, direct action protest, black power activism, coalition building, and public intellectual engagement. The class also assesses the intersection between ideology/activism, culture/politics, and local/regional/national perspectives. Finally, the course uses the black freedom movement as a window onto other political initiatives of the era.
Class Format: lecture/discussion; second weekly meeting will split into two discussion sections **Requirements/Evaluation:** willingness to manage an intensive reading schedule and for their intellectual engagement in class discussions; evaluation will be based on class participation, two short papers, and a take home final **Prerequisites:** none; some background (e.g. previous coursework) in 20th century U.S. history, American studies, American politics, or Africana studies is recommended **Enrollment Limit:** 25 **Expected Class Size:** 25 **Extra Info:** course materials incorporate primary, secondary, and documentary sources, including a weekly film
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Enactment/Applications in Institutions LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
LEC Instructor: Leslie Brown

HIST 382 Latina/o Politics (D) **Crosslistings:** LATS 382/HIST 382/WGSS 382
This course explores Latina/o politics from World War II to the present. Defining politics broadly, we will examine everything from electoral politics to grassroots activism. We will explore the relationship between Latinas/os and the U.S. political system, as well as the ways in which dynamics internal to Latina/o communities shape political issues and political participation. Specific topics include Mexican Americans and Puerto Ricans struggles for political inclusion in the aftermath of World War II, Cuban exile politics and their impact, the political and social movements of the 1960s and 1970s, key electoral campaigns, the recent appointment in 2008 of the first Latina as a Supreme Court justice, and on-going debates over immigration. With an assessment of power relations at its core, this Exploring Diversity Initiative course explores the ways in which 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.
Class Format: discussion **Requirements/Evaluation:** 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) **Prerequisites:** none
Enrollment Limit: none **Expected Class Size:** 20 **Enrollment Preferences:** Latina/o Studies concentrators and History majors; open to first year students
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016

HIST 383(F) Whiteness and Race in the History of the United States (D) **Crosslistings:** HIST 383/WGSS 383/AMST 383
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 American political culture, citizenship, and social issues. This course uses the prism of race to explore social, political, and economic development in U.S. history, following 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 issues. This course is framed by several questions: 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.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation and four papers **Enrollment Limit:** 25 **Expected Class Size:** 20-25
Enrollment Preferences: students in History, Africana Studies and Women's, Gender and Sexuality Studies
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Leslie Brown

HIST 384 Selected Topics in Asian American Studies (D) Crosslistings: HIST 384/ASST 384
Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history.
This is an EDI course because it examines the comparative history of a number of Asian immigrant groups and their relationship with each other and other racialized peoples in American culture.
Class Format: lecture Requirements/Evaluation: evaluation will be based on a series of writing assignments: four short response papers, two 5- to 7-page essays, and a 10- to 15-page research paper Prerequisites: none; open to all Enrollment Limit: 25 Expected Class Size: 10-15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Core Courses ASST Interdepartmental Electives HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
LEC Instructor: Scott Wong

HIST 385(S) Race and Inequality in the American City Crosslistings: LEAD 313/HIST 385/AMST 367/AFR 367
In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services—-social problems borne primarily by people of color. This course will examine social inequalities in American cities from the Second World War to the present, with particular attention to the racialization of these inequalities. Among the topics we will cover are: housing and employment discrimination; deindustrialization; urban renewal; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and environmental sustainability. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? In the written assignments, students will apply scholarly knowledge to propose a public history exhibit and to weigh in on a contemporary urban issue in the form of an op-ed piece.
Class Format: seminar Requirements/Evaluation: two short (5-6 page) essays and a longer paper (8-10 pages) with presentation Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Leadership Studies and Africana Studies concentrators; American Studies and History majors
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Mason Williams

HIST 386 Latinas in the Global Economy: Work, Migration, and Households (D) Crosslistings: LATS 386/HIST 386/WGSS 386
An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs? This EDI course explores the impact of U.S. hierarchies of race, ethnicity, gender and class on Latinas' labor migrations and economic incorporation in the United States, as well as the myriad ways in which they confront, negotiate, and at times challenge those dominant U.S. hierarchies.
Class Format: discussion Requirements/Evaluation: evaluation based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class Prerequisites: open to first-year students with instructor's permission Enrollment Limit: 25 Expected Class Size: 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
SEM Instructor: Carmen Whalen

HIST 388 Decolonization and the Cold War
The second half of the twentieth century came to be defined by two distinct, yet overlapping and intertwined phenomena: the Cold War and decolonization. In the two decades that followed the end of WWII, forty new nation-states were born amidst the bipolar struggle for global supremacy between the Soviet Union and the United States. Those new nations were swept up in the Cold War competition in ways that profoundly influenced their paths to independence and their postcolonial orders, but they often had transformative effects on the Soviet-American rivalry as well. In this course, students will focus on two related questions: How did decolonization influence the Cold War and the international behavior and priorities of the two superpowers? And what impact did the Cold War exert on the developing states and societies of Asia, Africa, the Middle East, and Latin America? Course materials will consist of scholarly texts, primary sources, memoirs, films, and fiction.
Class Format: seminar Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15 Enrollment Preferences: History majors; juniors and seniors
Distributional Requirements: Division 2
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group G Electives - Global History LEAD American Foreign Policy Leadership

Not Offered Academic Year 2016
SEM Instructor: Jessica Chapman

HIST 389(F) The Vietnam Wars Crosslistings: HIST 389/ASST 389/LEAD 389
This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.
Class Format: seminar Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper Prerequisites: none; open to all Enrollment Limit: 25 Expected Class Size: 15-20 Enrollment Preferences: History and Asian Studies majors
Distributional Requirements: Division 2
Other Attributes: HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Jessica Chapman

HIST 390(F) Transforming the New World and the Old: The Haitian and French Revolutions (D) Crosslistings: HIST 390/AFR 390
This course focuses on the radical transformative power of the Haitian and French Revolutions, the ways in which they challenged the hierarchies of the New World—of racism, and slavery—and of the Old World—of monarchy, aristocracy, the Church, and even of the bourgeoisie—with long-lasting effect. It will show how the two revolutions were intricately interrelated—even though historians of the French Revolution have usually neglected the Haitian Revolution and downplayed its centrality—and how they initiated a century of Revolution on both sides of the Atlantic. Given the incomplete and unfinished character of both Revolutions, and the fact that the issues they attempted to address live on today, this class will make a conscious attempt to show the continuing relevance of these Revolutions to 21st century movements for change. This Africana Studies course meets the EDI requirement because it 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 confronted, negotiated, and challenged the dominant U.S. and European hierarchies of race, culture, gender, and class.
Class Format: seminar Requirements/Evaluation: short paper (8-10 pages), research paper (15 pages), final exam and class participation Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: History majors and Africana Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group D Electives - Latin America + Caribbean

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Shanti Singham

HIST 391(F) When India was the World: Trade, Travel and History in the Indian Ocean Crosslistings: HIST 391/ASST 391/GBST 391
What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.
Class Format: seminar Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, an oral presentation and final paper Prerequisites: none; open to all Enrollment Limit: 25 Expected Class Size: 15-20 Enrollment Preferences: none
Distributional Requirements: Division 2
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern MAST Interdepartmental Electives

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Aparna Kapadia

HIST 392 History of the Book Crosslistings: CLAS 200/ASST 200/HIST 392/REL 260/COMP 280
From ancient clay tablets, bamboo strips, and papyrus rolls to modern hardbacks, paperbacks, and e-readers, no object has so broadly and deeply represented the capacity for humans to create, preserve, and transmit knowledge, information, and ideas as the book. Books have been worshiped and condemned, circulated and censored, collected and destroyed. From works of art to ephemeral trash, they have been public and private, sacred and profane, magical and commonplace. Likewise, notions of the book have influenced every subsequent form of communication and transmission, whether we are browsing film and song "libraries" or "scrolling" down "pages" on the web. This course will explore aspects of the material, social, cultural, and intellectual history of the book, from the invention of the earliest writing systems through the modern development of digital media. Our inquiry will span the globe and the millennia, but we will pay special attention to the ancient and medieval Chinese, Greek, and Latin traditions and their enduring influence in the modern world. Topics will include orality and literacy, manuscript production, the invention and spread of printing, typography, reading culture, notions of authorship, libraries and collections, censorship, and the digital book. Through a variety of readings, hands-on exercises, and interactions with our abundant library resources, we will investigate how the changing form and function of the book interact across its long and diverse history. *All readings are in translation*.

Class Format: seminar Requirements/Evaluation: class participation, short written assignments, and a final project Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: none Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP ; meets Division 2 requirement if registration is under ASST, HIST or REL
Distributional Requirements: Division 1
Other Attributes: HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM Instructor: Edan Dekel

HIST 393(S) Sister Revolutions in France and America Crosslistings: LEAD 212/HIST 393
In the late-eighteenth century, two revolutions burst forth-they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a stable republic until 1870. We will analyze in detail and in depth the ideas of the leaders of the American Revolution—Washington, Hamilton, Madison and Jefferson — and the ideas of the French leaders—Robespierre, Saint-Just, Marat, Mirabeau—in order to understand why one revolution succeeded and the other failed. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.
Class Format: seminar Requirements/Evaluation: evaluation will be based on three papers, several class presentations, and active participation in class discussions Prerequisites: none Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: students with backgrounds in American history, French history or Political Science Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Spring 2016
SEM Section: 01 W 01:00 04:00 Instructor: Susan Dunn

HIST 394(F) Divine Kingship in the Ancient Mediterranean Crosslistings: CLAS 258/ANTH 258/HIST 394/REL 213
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm and a final exam Prerequisites: none Enrollment Limit: 30 Expected Class Size: 20 Enrollment Preferences: majors or prospective majors in Classics, Anthropology, Art History, and History Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under ANTH, HIST or REL
Distributional Requirements: Division 1
Other Attributes: HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Fall 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Benjamin Rubin

HIST 395(F) Signs of History Crosslistings: ENGL 395/COMP 395/HIST 395
What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. Readings may include works by Burke, Hegel, Charlotte Smith, de Tocqueville, Marx & Engels, Woolf, and Benjamin.
Class Format: seminar Requirements/Evaluation: three papers (two 6 and one 8-10 page) and weekly posts Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 25 Expected Class Size: 15 Enrollment Preferences: English, Comparative Literature, History and German majors Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under HIST Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses ENGL Literary Histories B

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Walter Johnston

HIST 396 Muslims and Europe: From the Conquest of Algeria to the Present (D)
This course will explore Europe's tumultuous relationship with North Africa, focusing on French and British colonialism and its aftermath in the nineteenth and twentieth centuries. Topics to be covered include Napoleon's Egyptian Campaign, the collapse of the Ottoman Empire, Anglo-French rivalry over the Canal and the Suez crisis of 1956, the Algerian Revolution and the anti-Islamic coup in 1991-2, and the migration of North Africans and Indian/Pakistani Muslims to Europe in the post 1945 period. Racial tensions, battles over headscarves, French hip-hop music, and Jewish-Muslim relations in contemporary France are among the topics to be explored with an eye to examining how Europe is coming to terms with its new multicultural identity. By comparing and contrasting Muslim and European societies, and by showing the ways in which colonial power and racial privilege affected these cultures, this course meets the Exploring Diversity Initiative requirement as it seeks to develop an empathetic understanding of the position of Muslims in Europe today.
Class Format: discussion Requirements/Evaluation: evaluation will be based on class participation, a few short papers, and a longer research paper Prerequisites: none; open to first-year students with instructor's permission Enrollment Limit: 25 Expected Class Size: 15-20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives GBST Borders, Exiles + Diaspora Studies Electives HIST Group A Electives - Africa HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2016
SEM Instructor: Shanti Singham

HIST 403 Making it in Africa: Business in African History Crosslistings: HIST 403/AFR 404/LEAD 403
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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on participation in discussion, several short papers, and a final research paper Prerequisites: previous courses in HIST Enrollment Limit: 15 Expected Class Size: 10-15 Enrollment Preferences: History majors and Africana Studies concentrators
Distributional Requirements: Division 2
Other Attributes: HIST Group A Electives - Africa

Not Offered Academic Year 2016
SEM

HIST 409 Crescent, Cross, and Star. Religion and Politics in the Middle East (D) (W) Crosslistings: HIST 409/ARAB 409/GBST 409
Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.
Class Format: seminar Requirements/Evaluation: class participation and a 25-page research paper Prerequisites: none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207 Enrollment Limit: 19 Expected Class Size: 12 Enrollment Preferences: History majors Distribution Notes: meets Division 2 requirement if registration is under ARAB Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives JWST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: Magnus Bernhardsson

HIST 410 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W) Crosslistings: HIST 410/ARAB 410/JWST 410/REL 405
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.
Class Format: seminar Requirements/Evaluation: 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 HIST or courses on the Middle East Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: History majors, Jewish Studies concentrators, Arabic Studies majors, and other students with a strong background in Middle East studies Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern JWST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: Magnus Bernhardsson

HIST 414 Merchant Cultures and Capitalist Classes in China and India Crosslistings: HIST 414/ASST 414
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.
Class Format: seminar Requirements/Evaluation: 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 Class Size:** 10-15 **Enrollment Preferences:** advanced History and Asian Studies majors
Distributional Requirements: Division 2
Other Attributes: HIST Group B Electives - Asia

Not Offered Academic Year 2016
SEM Instructor: Anne Reinhardt

HIST 415(S) **Gods and Kings: Historical Narratives from India (W)** **Crosslistings:** HIST 415/ASST 415/COMP 415
India's long history with earliest written records going back to 2000 B.C presents multiple challenges that are unique among the ancient civilizations. The critical challenge is conceptual: how do we recognize the historical sense of societies whose past is recorded in ways that are different from European conventions? British rulers claimed that India had no sense of history before the colonial period. And this view has persisted despite recent scholarship that has undermined the factual and conceptual basis of this theory.
The purpose of this course is two fold: first, to discuss the analytical methods one could apply to understand the 'history' contained in the diverse body of classical Indian literature; second, to study a representative set of primary sources that belong to the distinct historical traditions of India. Students will learn to apply these methods to gain new insights and debate the limitations of the approach. The course will begin with an exploration of the epic tradition and continue with in-depth readings of narratives from other important genres including popular bardic accounts, royal biographies and court dramas ranging from c. 1000 BCE to 1500 CE.
Class Format: seminar **Requirements/Evaluation:** class participation, several short papers and a substantial final paper based on primary sources **Prerequisites:** some experience with HIST courses preferred **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** History majors; Comp lit majors; Asian Studies Majors **Distribution Notes:** meets division 1 requirement if registration is under COMP; meets division 2 requirement if registration is under HIST or ASST **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Aparna Kapadia

HIST 424 **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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on two class presentations, a shorter mid-term paper, and a substantial final research project **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** senior, then junior History majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM Instructor: Eric Knibbs

HIST 433 **The Justice of Violence? Histories of Terrorism in Europe** **Crosslistings:** HIST 433/JWST 433
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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History majors
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia JLST Interdepartmental Electives JWST Core Electives

Not Offered Academic Year 2016
SEM Instructor: Alexandra Garbarini

HIST 434(S) **The Meaning of Diaspora and the Jews of Europe** **Crosslistings:** HIST 434/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. As a result, Jewish political figures, intellectuals, social activists 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. In the first half of the semester, in discussions of common readings, 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. We 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. Throughout the second half of the semester, students will conduct independent archival research on some aspect of the history of the Jewish diaspora that will culminate in a 20-page paper. The seminar will continue to meet weekly as a research colloquium, to provide a forum for students to present their research and drafts in progress and provide feedback on fellow students' work.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History majors and Jewish Studies concentrators **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Alexandra Garbarini

HIST 438(F) **Religion and Secularism in Modern Europe and Russia (W)**
This course will explore the complex and changing interplay between religion and secularity in modern Europe and Russia through an examination of selected topics from the Enlightenment to the present, including the interrelationship between religion on the one hand and politics, revolution, secularist, anti-Semitic, and Islamophobic ideologies, the formation of imperial and national polities and identities, social and economic change, women and gender, and the rise of consumerism on the other.
The influence and fate of religion in modern Europe present a complex and contradictory pattern. Increased religious tolerance and pluralism have coexisted with intense anti-clericalism, militant secularism, virulent anti-Semitism, and Islamophobia; religious revival and innovation have coexisted with skepticism, secularization, and dechristianization; both religion and irreligion have served as bases for political mobilization and powerfully shaped personal, national, and transnational identities. Demonstrating a long-term trajectory toward secularity, Europe for some scholars reflects the inexorable process of modernization; other scholars reject this claim and contend that Europe's experience is unique in a global context. As evidence, some point to the apparent vitality of religion in imperial Russia and the revival of religious profession and identity in post-communist Russia. In addition to exploring these questions through the topics noted above, students will do so also through a substantial independent research project on a topic of their own choice.
Class Format: seminar **Requirements/Evaluation:** weekly 2-page responses to readings, two oral presentations, and a research paper **Prerequisites:** none, but some background in modern European or/and Russian history or/and religious studies is recommended **Enrollment Limit:** 15 **Expected Class Size:** 7-10 **Enrollment Preferences:** History, Russian, Religion majors; students with relevant background; seniors/juniors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: William Wagner

HIST 443(F) **Race and Ethnicity in Latin America (D)** **Crosslistings:** HIST 443/AFR 443
Race and ethnicity have been central to the formation of national identities in Latin America, as well as to the creation of transnational networks that include Latin Americans. This seminar will critically examine familiar characterizations of Brazil and other countries as "racial democracies" and look at the historical roots and political impact of both "positive" and "negative" stereotypes of race relations in the region.
To do this we will explore the rise and decline of slavery, the changing constructions of indigenous and Afro-Latin American identities at national and transnational levels, and to the emergence of new Black Movements and other racial and ethnic activism in Colombia, Guatemala, Brazil, and elsewhere.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, one short paper, and a substantial (20-25 page) research paper **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** History majors and Latino/a Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group D Electives - Latin America + Caribbean

Fall 2015
LEC Section: 01 W 01:10 03:50 Instructor: Roger Kittleson

HIST 444 **The Black Republic—Haiti in History and Imagination (D)** **Crosslistings:** AFR 444/HIST 444
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.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on student participation, a short paper, and the completion of an original research paper or project **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Africana Studies concentrators and History majors **Extra Info:** all projects will have some written component, but may include a dance performance, spoken word, fieldwork etc.
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group D Electives - Latin America + Caribbean

Not Offered Academic Year 2016
SEM Instructor: Shanti Singham

HIST 452 **Women in America, 1620-1865** **Crosslistings:** HIST 452/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.
Class Format: seminar **Requirements/Evaluation:** 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 **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** advanced History majors and Women's, Gender and Sexuality Studies majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM Instructor: Gretchen Long

HIST 453 Researching Early America (W) Crosslistings: HIST 453/LEAD 453
This research seminar will survey the rich history of early America (1607-1850) by focusing on the most momentous events and consequential individuals from the era. The course will also explore some of the most pressing historiographical questions and some of the research methods historians of the era deploy. Students will then select a topic that interests them and produce a substantive research paper. The course will also serve as a capstone course for Leadership Studies concentrators.
Class Format: seminar **Requirements/Evaluation:** class participation and a final research paper **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** advanced History majors and Leadership Studies concentrators
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Patrick Spero

HIST 456(F) Civil War and Reconstruction Crosslistings: HIST 456/AFR 456/AMST 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.
Class Format: seminar **Requirements/Evaluation:** evaluation based on class participation and a substantial research paper based at least in part on primary source materials
Enrollment Limit: 15 **Expected Class Size:** 15
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Charles Dew

HIST 457 Gender, Law, and Politics in U.S. History Crosslistings: HIST 457/WGSS 457
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.
Class Format: seminar **Requirements/Evaluation:** 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 **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** senior History majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada JLST Enactment/Applications in Institutions WGSS Theory Courses

Not Offered Academic Year 2016
SEM Instructor: Sara Dubow

HIST 458(S) Sr.Sem:Sexual Rights,Gender Equality, and Religious Liberty: Conflicts in Law, Culture, and Politics (W) Crosslistings: WGSS 405/HIST 458
Legal systems, political leaders, religious groups, and social movements, have generated and responded to conflicts and perceived conflicts between religious freedom, gender equality, and sexual rights in a variety of ways over the past twenty-five years. This course will consider these conflicts in a comparative context, and will examine when, why, and how appeals to religion, tradition and/or culture have been used to carve out exceptions to otherwise generally applicable laws.
Class Format: seminar **Requirements/Evaluation:** 20-page research paper, which students will write after developing research proposal, composing annotated bibliography, and writing several drafts in close consultation with professor and in in-class workshops **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Women's, Gender and Sexuality Studies majors and History majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Sara Dubow

HIST 459 Jim Crow: American Apartheid (D) Crosslistings: HIST 459/AFR 459
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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation and two shorter assignments leading up to a longer research paper **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** junior and senior History majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
SEM Instructor: Leslie Brown

HIST 464 The United States and the Vietnam War Crosslistings: HIST 464/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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** advanced History majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Not Offered Academic Year 2016
SEM Instructor: Jessica Chapman

HIST 465 War and Remembrance in Vietnam (W) Crosslistings: HIST 465/ASST 465
This seminar, which includes a required spring break field trip to Vietnam, examines how that country's twentieth century wars for independence have been remembered, memorialized, and represented by the Vietnamese state, by citizens and scholars, and by the ever-growing number of international tourists who visit Vietnam each year. All class members are eligible to participate in the spring break field trip at no cost. In the weeks leading up to the trip, students will read a number of scholarly works on war and memory that will prepare them to think critically and knowledgeably about the representations of Vietnam's recent past that they encounter inside the country's borders. Students will consider the following questions: What factors influence representations of war in Vietnam? What cultural assumptions underlie them? What political, social, or economic purposes might they serve? How do official memorials in state-run museums and monuments differ from other perspectives? How do Vietnamese memories and representations of the Vietnam Wars differ from American memories and representations, and for what reasons? These questions will serve as the basis for a research paper or final project on one aspect of war and remembrance in Vietnam that students will complete during the second half of the semester, based in part on observations recorded during the trip.
Class Format: seminar **Requirements/Evaluation:** class participation, several short writing assignments, and a substantial final research paper or other approved final project **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** History and Asian Studies majors; students with prior coursework related to the Vietnam Wars **Dept. Notes:** this course can only accommodate 10 students due to the required field trip to Vietnam, funded by the Global Initiatives Fund **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
SEM Instructor: Jessica Chapman

HIST 469(F) Notions of Race and Ethnicity in American Culture (D) Crosslistings: HIST 469/AMST 469
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.
Class Format: seminar **Requirements/Evaluation:** 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 HIST courses **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** senior History majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses HIST Group F Electives - U.S. + Canada

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Scott Wong

HIST 471(F) Comparative Latina/o Migrations (D) (W) Crosslistings: LATS 471/HIST 471
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.
Class Format: discussion/seminar Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 15 Expected Class Size: 8-15 Enrollment Preferences: History majors and Latina/o Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada LATS 400-level Seminars

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Carmen Whalen

HIST 475 Modern Warfare and Military Leadership Crosslistings: HIST 475/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 lethalness. 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?
Class Format: seminar Requirements/Evaluation: 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 Prerequisites: advanced courses in HIST Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: senior, then junior, History majors Extra Info: 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 may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada LEAD Facets or Domains of Leadership SCST Related Courses

Not Offered Academic Year 2016
SEM Instructor: James Wood

HIST 476(S) Black Radicalism (D) Crosslistings: AFR 476/HIST 476
Amandla! Black Power! Venceremos! A Luta Continua! Ever since the end of slavery—brought about by the Haitian Revolution, slave rebellions, maroons, Quilombos, Civil War and various other means of resistance—transatlantic people of African descent have demanded radical change in the organization of modern societies. Their struggles and ideas have changed the ways we think and study—through the formation of Africana/African-American/Black-Studies—and the ways in which we express ideas—through the creation of rich traditions of music, dance, theater, poetry, carnivals, sculpture, and art that have acted as global conduits of cultures of resistance. In this Senior Seminar, we will study the most tumultuous period of Black radicalism in the 1960's, focusing on the Black Panther Party, the League of Revolutionary Black Workers, the Third World Women's Alliance/Angela Davis, and Caribbean and African radical movements, with an eye to examining their relevance to Black radical movements today.
Class Format: seminar Requirements/Evaluation: evaluation to be based on student participation, a take-home mid-term 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. Prerequisites: none; open to all Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: Africana Studies concentrators; History majors Extra Info: may not be taken on a pass/fail basis we will have a number of shared class/discussns w/ Mt. Holyoke's Africana Senior Seminar via video-skype; the class will visit Mt. Holyoke, & we will host a visit from the Mt. Holyoke seminar, organized around speakers, presentations, & local activists
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group A Electives - Africa HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Shanti Singham

HIST 478 Cold War Landscapes Crosslistings: HIST 478/ENVI 478/AMST 478
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 around the world. 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 throughout the semester, and students are welcome to write their research papers on any geographical area of the world.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, weekly critical writing, and a final research paper Prerequisites: none Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: History, Environmental Policy, and Environmental Science majors if over-enrolled
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
SEM Instructor: Karen Merrill

HIST 480T(F) Interpretations of the Israeli-Palestinian Conflict (D) (W) Crosslistings: HIST 480/ARAB 480
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).
Class Format: tutorial Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors as well as Arabic Studies majors and Jewish Studies concentrators Distribution Notes: meets Division 2 requirement if registration is under ARAB Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Core Electives

Fall 2015
TUT Section: T1 TBA Instructor: Magnus Bernhardsson

HIST 481T America in the 1970s (D) (W)
The first general history of the 1970s was titled *It Seemed Like Nothing Happened*. During the last decade, however, a wave of new scholarship has reinterpreted the 1970s, and has redefined it as the "pivotal decade" when the forces that have shaped U.S. history for the past forty years took shape. This course will introduce students to that new scholarship, and will identify and study those forces. Examining a range of topics related to the political, economic, cultural, social and intellectual history of the 1970s, we will pay special attention to the evolving status and meanings of liberalism and conservatism in that decade. This course will also consider the two methodological assumptions embedded in its title—what are the limits and benefits of using a decade as a category of analysis? And what are the limits and benefits of studying that decade through a national lens as opposed to a transnational one?
Class Format: tutorial Requirements/Evaluation: every other week, students will write and present orally a 5- to 7-page essay on the assigned readings of that week; on alternate weeks, students will write a 2-page critique of their tutorial partner's essay Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors and students with some prior coursework in U.S. History Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
TUT Instructor: Sara Dubow

HIST 482T Fictions of African-American History (W) Crosslistings: HIST 482/AFR 482
This course examines the form and function of African-American narratives with particular attention to written texts pertaining to the enslavement and freedom of African Americans during the nineteenth and early twentieth century. We will explore the role of books, writing, and reading in the African American South, where the acts of reading and writing had been illegal throughout the Colonial and Antebellum Era.
In the course, 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.
Class Format: tutorial Requirements/Evaluation: weekly paper or critique Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors and Africana Studies concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
TUT Instructor: Gretchen Long

HIST 483T(F) Freedom in Africa (W) Crosslistings: HIST 483/AFR 483/GBST 483
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.
Class Format: tutorial; students will meet with the instructor in pairs for an hour each week; a student either will write & present orally a 5- to 7-page essay on the assigned readings or be responsible for offering an oral critique of their partner's work each week
Requirements/Evaluation: evaluation will be based on the quality of the biweekly papers and oral critiques and a final writing exercise Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives GBST African Studies Electives HIST Group A Electives - Africa HIST Group F Electives - U.S. + Canada JLST Theories of Justice/Law

Fall 2015
TUT Section: T1 TBA Instructor: Kenda Mutongi

HIST 484T Victorian Psychology (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.
Class Format: tutorial Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors Extra Info: the other student will function as a critic of the paper presented, expected to be familiar with the assigned reading may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2016
TUT Instructor: Thomas Kohut

HIST 485T After Rome (W) Crosslistings: HIST 485/CLAS 485
What happened to the Western Roman Empire? Did barbarians destroy it, did internal weakness undermine it, or did its participants voluntarily set it aside in favor of new cultural, social and political ideas? How did the evaporation of imperial political and military structures change the cultural and religious fabric of Europe? And above all, what is it that divides the ancient from the medieval world? Few questions in European history have occupied historians as insistently as these, and yet for all the lengthy books, ponderous documentaries, and political polemics, we are no closer to a consensus view. This tutorial will approach these timeless questions, first, through a comparative survey of the post-Roman Mediterranean, considering North Africa, Spain, Italy, Gaul, and the Byzantine East in turn. We will consult key primary sources for each region, including tax records, laws, narrative histories, letters, religious texts and archeological finds, as they are variously available. This first-hand experience with the problems of post-Roman history will prepare us to engage with secondary scholarship on the late imperial and early medieval worlds. Alongside the classic catastrophist readings of post-Roman history, which see the centuries after 476 CE as a period of severe economic and social dislocation, we will explore more recent arguments that seek to circumvent the problem of Rome's fall by positing an era of economic, cultural and intellectual continuity from the fifth through the eighth centuries.
Class Format: tutorial Requirements/Evaluation: six essays (5-7 pages each) and six critiques, together with a longer, final essay (ca. 10 pages) Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
TUT Instructor: Eric Knibbs

HIST 486T The Pacific War in Japanese Historical Memory (W) Crosslistings: HIST 486/JAPN 486/ASST 486
Almost seven decades after Japan's surrender, the enduring question of how to remember the Pacific War continues to provoke controversy both within Japan and between Japan, South Korea, and China. This tutorial will explore how this difficult past has been remembered in postwar Japan, and how and why these memories have changed from 1945 to the present. Our focus will be on certain sites of memory—museums, shrines, literature, textbooks, and films—and how they have expressed and shaped memories of various aspects of the war from the atomic bombings of Hiroshima and Nagasaki to military comfort women and the Nanking massacre. Key issues include how various Japanese have tried to make sense of death and personal sacrifice in the name of a lost war; the implications of Japan's unique position as both perpetrator of wartime atrocities and victim of atomic bombings; the relationship between memory and nationalism; and what it means to come to terms with pasts contested both within and between countries.
Class Format: tutorial; 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; Requirements/Evaluation: students will be evaluated on these essays and critiques, and there will be a final paper (12-15 pages) on the themes of the course Prerequisites: none; open to all Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History and Asian Studies majors, and then to students who have taken courses in History or Asian Studies Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group B Electives - Asia

Not Offered Academic Year 2016
TUT Instructor: Eiko 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.
Class Format: tutorial; each student will write and present orally an essay of approx. 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
Requirements/Evaluation: weekly essays and critiques and a final written exercise
Prerequisites: none; open to all Enrollment Limit: 10 Expected Class Size: 10 Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia

Spring 2016
TUT Section: T1 TBA Instructor: James Wood

HIST 488T Gandhi: Nationalism, Philosophy, and Legacy (D) (W) Crosslistings: HIST 488/ASST 488/GBST 488
This course studies the work and ideas of M.K. Gandhi, one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violence and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the `father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessive concerns which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of `Mahatma' or Great Soul in India.
The tutorial will focus on three key aspects of Gandhi: his ideas of nationalism, his contemplations on moral philosophy and on his legacy in modern India. The materials will include a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?
Class Format: tutorial; students will meet with the instructor each week for one hour sessions in pairs Requirements/Evaluation: every other week each student will write and orally present a 5- to 7-page essay on the assigned readings of that week; students not presenting an essay will write and present 2 page critique of their partners' work; also a final 10page paper
Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Not Offered Academic Year 2016
TUT Instructor: Aparna Kapadia

HIST 489T(F) Ideology, Culture, and Identity: The "New Diplomatic History" (W)
This course explores a recent wave of historical scholarship on the roles of ideology, culture, and identity in American foreign relations. The proliferation of such studies has contributed to the revival of the once moribund subfield of diplomatic history and restored it to the mainstream of the historical profession. Yet this "cultural turn" has not come without controversy, as some traditional diplomatic historians insist that it dilutes the subfield and discourages young scholars from engaging in necessary research on high-level diplomacy. Students will read several important "state of the field" essays alongside some of the most exciting contributions to this new trend and consider the following questions: What do these new works add to our understanding of U.S. history and the history of the United States in the World? What roles do ideology, culture, and identity play in the policymaking process? In what ways do these studies complement traditional diplomatic histories that privilege the study of power in the international arena and to what extent are they a separate venture all together? What can "the new diplomatic history" contribute to other historical subfields and vice versa?
Class Format: tutorial Requirements/Evaluation: every other week the student will write and present orally a 5- to 7-page essay on the assigned readings of that week; students not presenting an essay will produce a 2-page critique of their fellow students' work Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors and students with some prior course work in foreign relations and/or international history Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive

Fall 2015
TUT Section: T1 TBA Instructor: Jessica Chapman

HIST 490T Memory, History, and the Extermination of the Jews of Europe: Dangerous History (W) Crosslistings: HIST 490/JWST 490
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.
Class Format: tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student Requirements/Evaluation: every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week Prerequisites: permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors and Jewish Studies concentrators Extra Info: additional requirments 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 may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia JWST Core Electives

Not Offered Academic Year 2016
TUT Instructor: Alexandra Garbarini

HIST 491T(S) The Suburbs (W) Crosslistings: HIST 491/ENVI 491/AMST 490
The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?
Class Format: tutorial Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors and students with previous coursework in History Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Spring 2016
TUT Section: T1 TBA Instructor: Karen Merrill

HIST 492T Revolutionary Thought in Latin America (D) (W)
For much of Latin America's postcolonial history, political and business elites in the United States have viewed the region as a source of revolutionary threats. Too often histories of actual revolutionary movements and the ideas they promulgated have followed either the self-serving narratives that the revolutionaries have laid out or the similarly limited stories composed by their opponents. This tutorial, by contrast, will delve into the complex, contingent, and at times 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.
Class Format: tutorial; students will meet with the instructor in pairs for an hour each week Requirements/Evaluation: each student will write and present a 5- to 7- page essay on the readings or offer an oral critique of the work of their partner each week; evaluation will be based on written work and analysis of their partner's work Prerequisites: none; open to all Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2016
TUT Instructor: Roger Kittleson

HIST 493(F) Senior Thesis: Research Seminar
This seminar is intended solely for writers of senior theses. Although each student's major work for the year will be the writing of a thesis in consultation with an individual advisor, students are also required to meet in the context of the thesis seminar in order to present and critique each other's proposals and drafts and to discuss common problems in the research and design of a long analytical essay. For students proceeding to W31 and HIST 494, performance in the fall semester will be factored 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, figure in the overall grade the student earns for History 493-494 and the departmental decision to award Honors or Highest Honors at Commencement.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation and completed written work, and will determine if a student will continue in the thesis program Prerequisites: limited to seniors accepted into the History Department's Thesis Program Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TF 02:35 03:50 Instructor: Alexandra Garbarini

HIST 494(S) Senior Thesis: Writing Seminar
This seminar is a continuation of HIST 493 and is required of all senior thesis writers. Students will meet to discuss draft thesis chapters and prepare for the Thesis 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 colloquium 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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation and completed written work, and will determine if a student will continue in the thesis program Prerequisites: successful completion of HIST 493; limited to seniors accepted into the History Department's Thesis Program Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TF 02:35 03:50 Instructor: Alexandra Garbarini

HIST 497(F) Independent Study: History
History independent study.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Karen Merrill

HIST 498(S) Independent Study: History
History independent study.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Karen Merrill

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 and Public Health Programs.

COURSES OF RELATED INTEREST
PHIL 209 Philosophy of Science
SOC 368 Technology and Modern Society

HSCI 101(F) Science, Technology, and Human Values Crosslistings: HSCI 101/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.
Class Format: seminar Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams Prerequisites: none Enrollment Limit: 20 Enrollment Preferences: first-years and sophomores
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 MWF 10:00 10:50 Instructor: Donald Beaver

HSCI 224 Scientific Revolutions: 1543-1927 Crosslistings: HSCI 224/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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on five problem sets, four short papers (3-5 pages), and two hour exams Prerequisites: none; open to first-year students Enrollment Limit: 30 Enrollment Preferences: seniors and juniors
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 3 requirement if registration is under HSCI
Distributional Requirements: Division 3
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern SCST Related Courses

Not Offered Academic Year 2016
LEC Instructor: Donald Beaver

HSCI 240 Technology and Science in American Culture Crosslistings: HSCI 240/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 specialization of science and engineering led to their becoming vital national resources. Understanding these developments, as well as the heroic age of American invention (1865-1914), forms the focus of this course: how science and technology have helped shape modern American life.
Class Format: seminar Requirements/Evaluation: class discussion, six short reports (2-3 pages), and two hour exams Prerequisites: none; open to first-year students Enrollment Limit: 15
Distributional Requirements: Division 2
Other Attributes: ENVP SC-B Group Electives HIST Group F Electives - U.S. + Canada SCST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: Donald Beaver

HSCI 263 Cold War Technocultures Crosslistings: SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263
With the Soviet Union's collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world" hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period. The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical treads connecting MIT's legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin's spaceflight, the Apollo moon landing, and American civil defense; the postwar science of cybernetics and the emergence of the now iconic cyborg; the Club of Rome's *Limits to Growth* report and the Gaia hypothesis; plans backed by NASA for the industrialization, humanization, and colonization of outer space; and Ronald Reagan's Strategic Defense Initiative, "'Star Wars". Finally, case studies considered in Part III will focus on moments of conflict and resistance, appropriation, and unintended consequences of the preceding and other Cold War technological developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural causality of the US/CIA-backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberalism(s).
Class Format: seminar Requirements/Evaluation: weekly discussion precis, film screenings, class presentations, and a final research project decided in consultation with the instructor Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: preference will be given to students with a demonstrated interest in the study of Cold War science and technology
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Grant Shoffstall

HSCI 300 Measuring Truth Crosslistings: MATH 300/HSCI 300/REL 301/SOC 300
We will examine specific case studies of measuring truth—the emergence of science and technology in American colleges and universities; the prevalence of scientific methods in social science and humanities; the ways alternative methodologies in the humanities critique and historicize scientific approaches to reaching truth; and the possible tension between scientific modes of thinking and the aims of the liberal arts.
Class Format: seminar Requirements/Evaluation: five 2-page papers and a final 15-page paper Prerequisites: any 200-level course Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: at the discretion of the instructors Distribution Notes: meets Division 3 requirement if registration under MATH; meets division 2 if registration under AFR, HSCI, REL or SOC Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3

Not Offered Academic Year 2016

HSCI 309 Environmental Politics and Policy (W) Crosslistings: ENVI 309/HSCI 309/SCST 309/PSCI 301
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.
Class Format: seminar Requirements/Evaluation: evaluation is based on several shorter writing assignments, a semester-long research project, and participation Prerequisites: ENVI 101 or permission of instructor Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Environmental Policy & Environmental Science majors & Environmental Studies concentrators; but other students interested in public policy are welcome Dept. Notes: required course for the Environmental Policy major and the Environmental Studies concentration
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy ENVP PTL Theory/Method Courses ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
SEM Instructor: Brian McCammack

HSCI 320(F) History of Medicine Crosslistings: HSCI 320/HIST 293
A study of the growth and development of medical thought and practice, together with consideration of its interaction with science and social forces and institutions. The course aims at an appreciation of the socio-historical construction of Western medicine, from prehistory to the twentieth century. The course begins with paleomedical reconstructions, and moves to Babylonian, Egyptian and Greek [not only Hippocratic] 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.
Class Format: seminar Requirements/Evaluation: six short papers (3 pages), midterm, final hour exam Prerequisites: none; open to first-year students Enrollment Limit: 15
Distributional Requirements: Division 2
Other Attributes: HIST Group P Electives - Premodern PHLH Bioethics + Interpretations of Health SCST Related Courses

Fall 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Donald Beaver

HSCI 322(F) Medieval Islamic Medicine Crosslistings: HSCI 322/REL 283/ARAB 281
Medieval Islamic Medicine embodies both a medical tradition that deserves historical study in itself, and a relevant period of medical history with a deep impact on the development of the Western Medical Tradition. Paradoxically, while it is highly idealized, it has traditionally gained —and often still does today—a fleeting, superficial and outdated overview in the syllabi of history of medicine courses at medical schools, and only exceptionally has a well informed chapter been included in recent general works on history of medicine or Islamic studies. The aim of this course is to two-fold: first, to give students an overview of the Islamic medical tradition, outlining its origins and development both in the eastern and western lands of medieval Islamic civilization, and second, to develop students' critical skills in analyzing historical information as well as bibliography. Among other things, the course will consider the transmission and elaboration of Greco-Roman medical knowledge, the principles of medical theory and practice, the development of different genres of Islamic medical literature, their main authors, and their medical contributions.
Class Format: seminar Requirements/Evaluation: regular attendance and participation, two short papers, and a 10- to 15-page research paper Prerequisites: none Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: none
Distributional Requirements: Division 2
Other Attributes: PHLH Bioethics + Interpretations of Health

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Cristina Alvarez Millan

HSCI 336 Science, Pseudoscience, and the Two Cultures (W) Crosslistings: ASTR 336/HSCI 336
A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in *Fads and Fallacies in the Name of Science*, and using the current journal *The Scientific Review of Alternative Medicine*, we consider from a scientific point of view what is now called complementary or alternative medicine, including *both older versions such as chiropractic and* newer nonscientific practices. We will discuss the current global-cliamte-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*.
Class Format: seminar Requirements/Evaluation: evaluation will be based on biweekly 5-page papers, participation in discussions, and a 15-page final paper Prerequisites: none Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy. Dept. Notes: non-major course; does not count toward ASPH, ASTR or PHYS major Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: SCST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: Jay Pasachoff

HSCI 340 Great Astronomers and Their Original Publications (W) Crosslistings: ASTR 340/HSCI 340/LEAD 340
In the 2014-15 academic year of the study of the book, honoring the new library and the expansion of the Chapin Library of Rare Books, we study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle their first-edition books and other publications. Our study includes the original books published as follows: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632), Johannes Kepler (laws of planetary motion, 1609, 1619), Johannes Hevelius and Elisabeth Hevelius (atlases of stars and of the Moon, 1647 and 1687), Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th-century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the librarians, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest.

Class Format: seminar Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper Enrollment Limit: 15 Enrollment Preferences: if over enrolled, preference by written paragraph of explanation of why student wants to take the course Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI or LEAD
Distributional Requirements: Division 3 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Jay Pasachoff

HSCI 371 Science, Technology, and (Bio)medicalization Crosslistings: SOC 371/HSCI 371/SCST 371
Medicalization: those processes by which previously *non*-medical problems, once defined as ethical-religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder." Part I: The history of the medicalization thesis; medicalization as a technical process; modern medicine as a form of social control; critiques of the medicalization thesis. Part II: From medicalization to biomedicalization; from the management of human life to the transformation of "life itself" by way of post-World War II technoscientific interventions aimed at "optimizing" human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques, robotics, and transplant medicine, among others. Finally, a consideration of how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it is of possibility. The course will to this end conclude with a survey of emerging issues in speculative technoscience and the ethics and politics of human enhancement.
Class Format: lecture Requirements/Evaluation: weekly discussion précis, science-fiction book review essay, class presentations, and a take-home midterm Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20-25 Enrollment Preferences: preference will be given to Anthropology and Sociology students Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PHLH Bioethics + Interpretations of Health

Not Offered Academic Year 2016
LEC Instructor: Grant Shoffstall

HSCI 497(F) Independent Study: History of Science
History of Science independent study.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Donald Beaver

HSCI 498(S) Independent Study: History of Science
History of Science independent study.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Donald Beaver

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 Crosslistings: EXPR 245/THEA 245/WGSS 245
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*.
Class Format: lecture/discussion, with additional periods set aside for scene presentation Requirements/Evaluation: evaluation will be based on several short papers and 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 Prerequisites: none; students wishing to enroll as Acting Students should consult with instructors Enrollment Limit: 20 Expected Class Size: 15 Distribution Notes: meets Division 1 requirement if registration is under EXPR or THEA; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Robert Baker-White

EXPR 497 Independent Study: Interdisciplinary Studies
EXPR independent study.
Class Format: independent study
Distributional Requirements: Non-divisional

Not Offered Academic Year 2016
IND Instructor: Peter Just

EXPR 498 Independent Study: Interdisciplinary Studies
EXPR independent study.
Class Format: independent study
Distributional Requirements: Non-divisional

Not Offered Academic Year 2016
IND Instructor: Peter Just

INTR 160 Mathematical Politics: Voting, Power, and Conflict (Q) Crosslistings: MATH 115/INTR 160
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based primarily on projects, homework assignments, and exams Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor Enrollment Limit: 30 Expected Class Size: 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Allison Pacelli

INTR 210 Culture and Incarceration Crosslistings: PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210
This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives.
Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.
Class Format: seminar Requirements/Evaluation: attendance and active participation (10%); collective/group presentations (30%); four 5-page double spaced e-papers (60%) Prerequisites: none Enrollment Limit: 15 Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora JLST Enactment/Applications in Institutions

Not Offered Academic Year 2016
SEM Instructor: Joy James

INTR 219T Women in National Politics (W) Crosslistings: INTR 219/PSCI 219/WGSS 219
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, Condoleeza Rice, Sarah Palin, Nancy Pelosi.
Class Format: tutorial Requirements/Evaluation: brief analytical papers and response papers for each week's readings Prerequisites: none Enrollment Limit: 10 Enrollment Preferences: juniors and seniors, sophomores with permission of instructor Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Joy James

INTR 223(S) Image, Imaging, and Imagining: The Brain and Visual Arts Crosslistings: PSYC 318/INTR 223/NSCI 318
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 conduct an empirical laboratory project that will explore their own experimental question in response to the course material. The class will include field trips to local museums.
Class Format: seminar and empirical lab course Requirements/Evaluation: evaluation will be based on a midterm, participation in class discussions, and a poster presentation of the empirical project Prerequisites: PSYC 101, an ARTH or ARTS course, or permission of instructor Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: Studio Art majors; Psychology majors and Neuroscience concentrators Extra Info: satisfies one semester of Division III requirement may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Betty Zimmerberg
LAB Section: 02 TF 02:35 03:50 Instructor: Betty Zimmerberg

INTR 232 Genocide in the 20th Century: Shaping Political Theories of Human Rights Advocacy
This seminar reviews 20th century genocides through a study of government policies, warfare, and the resistance against extermination in part or whole of targeted groups. Analyzing American politics and memory in their representations of genocide, students review the policies of key administrations from Presidents Theodore Roosevelt to George W. Bush. We begin with early 20th century US domestic policies towards Native Americans and African Americans and US foreign policies towards Armenians in Turkey. For the 1930s-40s, during the Franklin D. Roosevelt administration, the focus is on Stalinism and Nazi Germany. During the postwar years, the drafting and implementation of the UN Convention on the Prevention and Elimination of Genocide and war crimes tribunals are central. For the Nixon Administration, students focus on south east Asia and Cambodia. During the Clinton Administration, we examine the "ethnic cleansing" of Muslims in Bosnia, and the genocide in Rwanda, both in the 1990s. The seminar concludes with a study of the conflict in Darfur during the administration of George W. Bush. Texts include: Dee Brown, *Bury My Heart at Wounded Knee*; William Patterson, et al. *We Charge Genocide*; Hannah Arendt, *The Origins of Totalitarianism*; Philip Gourevitch, *We wish to inform you that tomorrow we will be killed with our families*; Samantha Power, *A Problem from Hell: America and the Age of Genocide*.
Class Format: seminar Requirements/Evaluation: individual oral report (15%); collective report (15%); research paper (60%); attendance (10%) Prerequisites: none; open to sophomores, juniors, seniors Enrollment Limit: 18 Expected Class Size: 18
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Joy James

INTR 252 The Human Image: Photographing People and Their Stories Crosslistings: INTR 252/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.
Class Format: studio/lecture Requirements/Evaluation: students will be expected a) to photograph extensively outside of scheduled class hours b) to participate in class discussion and in both oral and written critique, c) to present one paper, and d) to exhibit their work at the end of the semester Prerequisites: 200 level; students from all disciplines are welcome; previous photography experience is desirable, but not essential; permission of instructor is required Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: portfolio review; permission of the instructor Materials/Lab Fee: lab fee of $250 to be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Barry Goldstein

INTR 322 Race, Culture, Incarceration (D) (W) Crosslistings: INTR 322/PSCI 313/AFR 322/AMST 322
This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the Untied States.
Class Format: seminar Requirements/Evaluation: brief analytical papers and group presentations. Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Joy James

INTR 324(F) The Documentary Photography Project Crosslistings: ARTS 324/INTR 324
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, 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 and production of a print-on-demand book. Acceptance into the class requires strong technical competence, and a demonstrated ability to work independently and to commit to a long-term project. Participants should expect to spend significant time working off campus.
Class Format: studio Requirements/Evaluation: class attendance is mandatory; participation in class discussion and critiques 20 %; aesthetic and technical strengths of shooting exercises 20 %; aesthetic and technical strength of final project 60 % Prerequisites: ARTS/INTR 252 and permission of instructor Enrollment Limit: 8 Expected Class Size: 8 Enrollment Preferences: base on portfolio review Distribution Notes: meets Division 1 requirement if registration is under ARTS; meets Division 2 requirement if registration is under INTR Materials/Lab Fee: $200
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 M 07:00 09:40 Instructor: Barry Goldstein

INTR 334(F) Theories of Political Struggle: Anti-Black Racism and the Obama Administration Crosslistings: INTR 334/AFR 334/PSCI 335
This seminar reviews contemporary theories of "anti-black racism"; their articulation or assimilation within current political movements and mobilizations; and the influence and impact such theories—expressed in and/or as activism—have on the racial justice programs and civil rights policies of the Obama Administration.
Legal theory, "Afro-pessimism," black feminist/queer theory are forms of radical thought shaping political discourse and influencing new advocacy formations (e.g. the Black Women¿s Blue Print and #BlackLivesMatter); these new democracy advocates have in turn shaped the public rhetoric and policy initiatives of a black presidency as it grapples with multiculturalism and racial animus.
Focusing on social and legal theory and the Obama Administration, this seminar uses the works of Hortense Spillers, Evelyn Hammonds, Toni Morrison as well as: Frank Wilderson's *Red, White and Black: Cinema and the Structure of US Antagonisms*; Jared Sexton's *Amalgamation Schemes*; Lewis Gordon's *Bad Faith and Anti-Black Racism*; Saidiya Hartman's *Scenes of Subjection*; Orlando Patterson's *Slavery and Social Death*; Derrick Bell's *Faces at the Bottom of the Well*; Dennis Childs's *Slaves of the State*; Assata Shakur's *Assata: An Autobiography*; Cheryl Harris's *Whiteness as Property*.
Class Format: seminar Requirements/Evaluation: 1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%);Weekly student presentations consist of 15minutes of analysis with written summaries and Q/A. Prerequisites: familiarity with one of the following: critical race theory; Africana/Black studies; feminist anti-racist political movements Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: if over enrolled students will be asked to submit a paragraph on their research interest relevant to the seminar. Extra Info: 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper.
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 M 07:00 09:40 Instructor: Joy James

INTR 343T(F) Representations of Racial-Sexual Violence from Enslavement to Emancipation (D) (W) Crosslistings: INTR 343/WGSS 343/AFR 343/AMST 343
This tutorial examines representations of and resistance to racial-sexual violence from enslavement to post-emancipation and contemporary culture in the United States. Texts include: legal articles; historical analyses such as D'Emilio et al., Intimate Matters; Hartman, Scenes of Subjection; Smith, Killers of the Dream; McGuire, At the Dark End of the Street; and films such as Griffith, Birth of a Nation; Micheaux, Within Our Gates; Gerima, Bush Mama. The primary focus is on black life, vulnerability to violence and mobilization for freedom during antebellum, postbellum/Reconstruction years of the 19th century; and 20th century convict prison lease system, Jim Crow segregation, mass incarceration.
Class Format: tutorial Requirements/Evaluation: weekly primary and response papers Prerequisites: none Enrollment Limit: 10 Expected Class Size: 8 Enrollment Preferences: American Studies and Women's Gender & Sexuality Studies majors and Africana Studies concentrators Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2015
TUT Section: T1 TBA Instructor: Joy James

INTR 361T Writing about Bodies (W) Crosslistings: ARTH 361/INTR 361/WGSS 361
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 Scary 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.
Class Format: tutorial Requirements/Evaluation: 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 instructor; a writing sample that conveys the kind of subject you might be interested in pursuing Enrollment Limit: 10 Expected Class Size: 10 Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under INTR or WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives PERF Interdepartmental Electives

Not Offered Academic Year 2016
TUT Instructor: Carol Ockman

INTR 371 Women Activists and Social Movements Crosslistings: INTR 371/AFR 371/PSCI 371/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.
Class Format: seminar Requirements/Evaluation: attendance and participation in discussions (10%); collective/group report (30%); 15-pg double spaced research paper (60%) Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor Materials/Lab Fee: none
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM

INTR 391 Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads
Crosslistings: ANTH 391/INTR 391
We often tend to think of warfare in the classic terms described by Clausewitz: states waging armed conflict against other states using uniformed armed forces that are distinct from non-combatant civilian populations. Throughout history, however, we may also encounter many instances of asymmetric conflict within states, colonies, and other political entities, involving combatants who are often indistinguishable from the general population and whose objectives are often unlike those of states: Peasant revolts, revolutions, wars of independence or national liberation, and other forms of resistance and civil insurgency pit the relatively weak against the power of the state and may succeed because, to use Mao's metaphor, the insurgents move among the people like fish in water. The close relationship between insurgent fighters and the supporting population makes the social structure, social values, social institutions—in short, the culture—of the society particularly relevant to understanding the nature of a given asymmetric conflict. In this course we will use theoretical and analytical concepts from anthropology, sociology, history, and political philosophy to examine asymmetric conflicts of the twentieth century and the present day. The course will be divided into three parts: in the first we will explore some of the theoretical literature on violence and warfare as well as some of the basic literature on tribal and peasant society, peasant revolts, wars of national liberation, guerilla warfare, and insurgencies. The second part of the course will be devoted to presentations prepared by small groups of students on case studies, e.g., the Hukbalahap insurgency in the Philippines, the communist revolutions of China, Cuba, and Malaysia, wars of national liberation such as those in Algeria and Vietnam, and other ongoing civil conflicts such as the Palestinian intifadah and "ethnic cleansing" in the Balkans. The final portion of the course is devoted to an in-depth study of Iraq following the American invasion and to a consideration of the evolving nature of asymmetric conflict in a globalizing world.
Class Format: seminar Requirements/Evaluation: class participation, two exams, research paper Prerequisites: none; open to first-year students Enrollment Limit: 30 Expected Class Size: 20 Enrollment Preferences: Anthropology and Sociology majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Peter Just

INTR 397(F) Independent Study: Interdisciplinary Studies
INTR independent study.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Peter Just

INTR 398(S) Independent Study: Interdisciplinary Studies
INTR independent study.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Peter Just

JEWISH STUDIES (Div. II)

Chair, Professor ALEXANDRA GARBARINI

Advisory Committee: Associate Professors: DEKEL*, S. FOX, GARBARINI. Assistant Professor: ISRAEL.

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 (can also count as core courses):

REL 201/COMP 201/JWST 201 The Hebrew Bible

REL 203/JWST 101 Judaism: Before the Law

Core Courses

ANTH 334/COMP 334/JWST 334/REL 334 Imagining Joseph
COMP 352/JWST 352/RLSP 352 Writing after the Disaster: The Literature of Exile
HIST 230/JWST 230 Modern European Jewish History, 1789 1948
HIST 338/JWST 338/REL 296 The History of the Holocaust
HIST 433/JWST 433 The Justice of Violence? Histories of Terrorism in Europe
HIST 434/JWST 434 The Meaning of Diaspora and the Jews of Europe
HIST 480/ARAB 480 Dangerous Narratives: Interpretations of the Israeli Palestinian Conflict
HIST 490T/JWST 490T Memory, History, and the Extermination of the Jews of Europe: Dangerous History
REL 202/JWST 202/COMP 214 Moses: Stranger in a Strange Land
REL 205/CLAS 205/COMP 217/JWST 205 Ancient Wisdom Literature
REL 206/COMP 206/JWST 206 The Book of Job and Joban Literature
REL 207/COMP 250/JWST 207/CLAS 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis
REL 259/ENGL 259/JWST 259 Ethics of Jewish American Fiction
REL 330/PSCI 375/JWST 330 Modern Jewish Political Theory

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/ARAB 111 Movers and Shakers in the Middle East
HIST 129/WGSS 129 Blacks, Jews, and Women in the Age of the French Revolution
HIST 207/JWST 217/REL 239/ARAB 207/INST 101/LEAD 207 The Modern Middle East
HIST 226/REL 222 Europe From Reformation to Revolution: 1500 1815
HIST 239 Germany in the Twentieth Century
HIST 311/ARAB 311 The United States and the Middle East
HIST 409/ARAB 409/INST 409 Crescent, Cross, and Star. Religion and Politics in the Middle East
HIST 410/ARAB 410/JWST 410/REL 405 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East
REL 212/HIST 324 The Development of Christianity: 30 600 C.E.
REL 270/JWST 270/COMP 272 Father Abraham: The First Patriarch

Capstone Course

HIST 434/JWST 434 The Meaning of Diaspora and the Jews of Europe

THE DEGREE WITH HONORS IN JEWISH STUDIES.

The degree with honors offers students the opportunity to undertake advanced research under the supervision of one or more of the faculty members in Jewish Studies. Students normally must have at least a 3.5 GPA in the concentration and secure a faculty sponsor to be eligible. In addition to completing the five courses required for the concentration, candidates must enroll in either JWST 493 and a Winter Study course or a Winter Study course and JWST 494 in their senior year, and prepare a substantial written thesis. Honors in Jewish Studies may be granted to concentrators after an approved candidate completes an honors thesis and is awarded an honors grade by her/his advisor and one other faculty reader. Students interested in becoming candidates for honors should consult with the program in the spring of the junior year.

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

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. You can find general study away guidelines for Jewish Studies here.

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: Before The Law (D) Crosslistings: REL 203/JWST 101
This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth-century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts by Franz

Rosenzweig, Leo Strauss and Joseph Soloveitchik, Kafka's *The Trial* with his parable "Before The Law," Woody Allen's film *Crimes and Misdemeanors*, and ethnographic accounts of contemporary Jewish observance. *All readings will be in translation*.
Class Format: seminar Requirements/Evaluation: class participation, three short papers, and a final longer paper Prerequisites: none Enrollment Limit: 30 Expected Class Size: 15 Enrollment Preferences: Jewish Studies concentrators, Religion majors and students who are considering these options Extra Info: not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: JLST Interdepartmental Electives JLST Enactment/Applications in Institutions JWST Gateway Courses

Fall 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Jeffrey Israel

JWST 201 The Hebrew Bible Crosslistings: REL 201/COMP 201/JWST 201
The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two to three longer papers Prerequisites: none Enrollment Limit: 40 Expected Class Size: 40 Enrollment Preferences: Jewish Studies concentrators, Religion and Comparative Literature majors Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Other Attributes: ARAB Arabic Studies Electives JWST Gateway Courses

Not Offered Academic Year 2016
LEC Instructor: Edan Dekel

JWST 202 Moses: Stranger in a Strange Land Crosslistings: REL 202/JWST 202/COMP 214
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*.
Class Format: seminar Requirements/Evaluation: class participation, short written assignments, and two or three longer papers Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: students who have already taken a course in biblical literature Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Other Attributes: ARAB Arabic Studies Electives JWST Core Electives

Not Offered Academic Year 2016
SEM Instructor: Edan Dekel

JWST 205 Ancient Wisdom Literature Crosslistings: REL 205/CLAS 205/COMP 217/JWST 205
The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two longer papers Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2
Other Attributes: JWST Core Electives

Not Offered Academic Year 2016
LEC Instructor: Edan Dekel

JWST 206 The Book of Job and Joban Literature (W) Crosslistings: REL 206/COMP 206/JWST 206
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.*
Class Format: discussion Requirements/Evaluation: evaluation will be based on class participation, weekly short written assignments, and two longer papers Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives

Not Offered Academic Year 2016
SEM Instructor: Edan Dekel

JWST 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis Crosslistings: REL 207/COMP 250/JWST 207/CLAS 207
How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. *All readings are in translation.*
Class Format: discussion Requirements/Evaluation: evaluation will be based on class participation and several writing assignments Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: students who have already taken a course in Biblical literature Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP or CLAS
Extra Info: core course for COMP
Distributional Requirements: Division 2
Other Attributes: ARAB Arabic Studies Electives JWST Core Electives

Not Offered Academic Year 2016
LEC Instructor: Edan Dekel

JWST 209 Jewish America Crosslistings: REL 209/JWST 209
Who and what counts as "Jewish" in America? Does stand-up comedy have a distinctly Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the "booster-bigot trap"? How is it possible, that is, to avoid answers that uncritically celebrate "Jewish contributions" or perniciously suggest "Jewish influence"? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster-bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuri Slezkine, Shaul Magid, Andrea Most and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic readings, but will focus primarily on close analysis of films, literary fiction, stand-up comedy, political magazines, theological texts, and television shows. We may, for instance, watch films like *The Jazz Singer* (1927 and 1980), *Exodus* and *Annie Hall*; read John Updike's *Bech: A Book*, Philip Roth's *Operation Shylock* or Cynthia Ozick's *The Puttermesser Papers*; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's *Dearborn Independent*, the *Menorah Journal* or *Commentary*; study works by Rabbis Stephen Wise, Abraham Joshua Heschel and Meir Kahane; and watch episodes of *Bridget Loves Bernie, Northern Exposure* and *Curb Your Enthusiasm*. We will also study arguments about the role and meaning of Jewishness in American secularization, "therapeutic culture," the civil rights movement, the sexual revolution, and feminism.
Class Format: seminar Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final paper interpreting an example of Jewishness in America chosen by the student Prerequisites: none Enrollment Limit: 30 Expected Class Size: 25 Enrollment Preferences: Religion majors, Jewish Studies concentrators, and students who are interested in either of these options
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Jeffrey Israel

JWST 217(F) The Modern Middle East (D) Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/L
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam Prerequisites: none; open to all Enrollment Limit: 40 Expected Class Size: 30-40 Enrollment Preferences: completion of

course admission survey if overenrolled **Distribution Notes:** meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Magnus Bernhardsson

JWST 230(F) Modern European Jewish History, 1789-1948 **Crosslistings:** HIST 230/JWST 230
What does it mean to be a Jew? The vexed question of Jewish identity emerged anew 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 different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European 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 reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern anti-Semitism, the role of Jewish women, interwar Jewish life and culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and a novel.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two papers, and a final exam **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 10-20
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia JWST Core Electives

Fall 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: Alexandra Garbarini

JWST 259(F) Ethics of Jewish American Fiction (W) **Crosslistings:** REL 259/ENGL 259/JWST 259
After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?
Class Format: seminar **Requirements/Evaluation:** class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 18 **Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and English majors **Distribution Notes:** meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement is registration is under ENGL **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Jeffrey Israel

JWST 334(S) Imagining Joseph (W) **Crosslistings:** ANTH 334/COMP 334/JWST 334/REL 334
Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.
Class Format: seminar **Requirements/Evaluation:** 3- to 5-page weekly response papers; 15-page final paper; class participation **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** based on responses to a questionnaire **Distribution Notes:** meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Peter Just

JWST 338 The History of the Holocaust **Crosslistings:** HIST 338/JWST 338/REL 296
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.
Class Format: mostly discussion **Requirements/Evaluation:** 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) **Prerequisites:** none; open to first-year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 20-25 **Enrollment Preferences:** History majors and Jewish Studies concentrators
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia JWST Core Electives

Not Offered Academic Year 2016
LEC Instructor: Alexandra Garbarini

JWST 343 Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel (D) (W) **Crosslistings:** RUSS 343/COMP 343/JWST 343/GBST 343
Known alternately as "master of the short story" and "Russian Maupassant," Isaac Babel was not only one of the most celebrated and intriguing authors of early Soviet Russia, but also a cultural figure of profound national and international significance. For a number of reasons (political, aesthetic, professional, ethical) Babel was not prolific and this will allow us to read almost all of his creative output, something we rarely get to do in the course of a single semester. Babel's writing is extremely varied—it includes sketches, journalistic prose, short stories, plays, movie scripts, one unfinished novel—and richly intertextual. This will afford us the opportunity to read the work of some of his contemporaries and predecessors, from both Russia and abroad, with whom he fashioned brilliant literary conversations, among them Guy de Maupassant, Anton Chekhov, Sholem Aleichem, and Ivan Turgenev. Babel saw self-definition as the core of his writing and as an EDI offering, this course will ask students to reflect on what it meant to be a Russian, a Jew, and a non-party author—an outsider, insider, and problematic hybrid rolled into one—in the highly unsettled, and unsettling, 1920s and 1930s. *All course readings will be in translation, but students are highly encouraged to read in the original (Russian, French, Yiddish) whenever possible.*
Class Format: seminar **Requirements/Evaluation:** active class participation, frequent short writing assignments, a final project, and an oral presentation **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Russian and Comparative Literature majors, Jewish Studies and Global Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under JWST or GBST
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: GBST Russian + Eurasian Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Janneke van de Stadt

JWST 352 Writing after the Disaster: The Literature of Exile **Crosslistings:** COMP 352/JWST 352/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.
Class Format: seminar **Requirements/Evaluation:** active participation in class discussions, an oral presentation, several short writing assignments, a midterm paper and a final paper **Prerequisites:** COMP 111 or an equivalent ENGL course **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Comparative Literature majors **Distribution Notes:** meets Division 1 requirement if registration is under COMP or RLSP; meets Division 2 requirement if registration is under JWST
Distributional Requirements: Division 1
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives JWST Core Electives

Not Offered Academic Year 2016
SEM Instructor: Soledad Fox

JWST 410 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W) **Crosslistings:** HIST 410/ARAB 410/JWST 410/REL 405
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.
Class Format: seminar **Requirements/Evaluation:** 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 HIST or courses on the Middle East **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** History majors, Jewish Studies concentrators, Arabic Studies majors, and other students with a strong background in Middle East studies **Distribution Notes:** meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern JWST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: Magnus Bernhardsson

JWST 433 The Justice of Violence? Histories of Terrorism in Europe **Crosslistings:** HIST 433/JWST 433
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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper
Prerequisites: none Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: History majors
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia JLST Interdepartmental Electives JWST Core Electives

Not Offered Academic Year 2016
SEM Instructor: Alexandra Garbarini

JWST 434(S) The Meaning of Diaspora and the Jews of Europe Crosslistings: HIST 434/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. As a result, Jewish political figures, intellectuals, social activists 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. In the first half of the semester, in discussions of common readings, 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. We 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. Throughout the second half of the semester, students will conduct independent archival research on some aspect of the history of the Jewish diaspora that will culminate in a 20-page paper. The seminar will continue to meet weekly as a research colloquium, to provide a forum for students to present their research and drafts in progress and provide feedback on fellow students' work.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper
Prerequisites: none Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: History majors and Jewish Studies concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Alexandra Garbarini

JWST 490T Memory, History, and the Extermination of the Jews of Europe: Dangerous History (W) Crosslistings: HIST 490/JWST 490
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.
Class Format: tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student Requirements/Evaluation: every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week Prerequisites: permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: History majors and Jewish Studies concentrators Extra Info: additional requirments 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 may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia JWST Core Electives

Not Offered Academic Year 2016
TUT Instructor: Alexandra Garbarini

JWST 492 Modern Jewish Political Theory (W) Crosslistings: REL 330/PSCI 375/JWST 492
By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst bourgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.
Class Format: seminar Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; Prerequisites: none
Enrollment Limit: 19 Expected Class Size: 18 Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track Extra Info: a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives

Not Offered Academic Year 2016
SEM Instructor: Jeffrey Israel

JWST 493(F) Senior Thesis: Jewish Studies
Class Format: thesis
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Alexandra Garbarini

JWST 494(S) Senior Thesis: Jewish Studies
Class Format: thesis
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Alexandra Garbarini

JWST 497(F) Independent Study: Jewish Studies
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Alexandra Garbarini

JWST 498(S) Independent Study: Jewish Studies
Class Format: Independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Alexandra Garbarini

JUSTICE AND LAW (Div. II)

Chair, Lecturer in Humanities ALAN HIRSCH

Advisory Committee: Professors: GENTRY, KAPLAN, NOLAN, SHANKS. Associate Professor BARRY, DUBOW*. Assistant Professors CROWE, KNIBBS, NJOYA §§.

Justice and Law is an interdepartmental program designed to give students a background in and framework for understanding the ways that philosophers, legislators, and ordinary people think about justice, and the related ways in which societies marshal power and implement law. This liberal arts program provides tools to think and to argue critically about what justice might entail, how it works in practice, and how rules, aspirations, laws, and norms evolve over time and in different parts of the world.

THE CONCENTRATION

The concentration in Justice and Law consists of six courses: an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar. Electives are listed below. Students may declare program concentrations at any point during their academic careers.

STUDY ABROAD

Students who choose to study abroad should consult with the program chair to ensure that they can complete the requirements.

FOUR 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 at least one historical enactment or application in institutions. Other courses, not listed below, may be approved by the Chair.

AFR 350 Organizing Resistance: Black Activism, Then and Now
AFR 476/HIST 476 Black Radicalism (D)
AMST 311/HIST 368 Development of American Indian Law & Policy
ANTH 210/ENVI 210/JLST 210 Governing Nature
ANTH 220/ASST 318/INST 220 Law and Family in South Asia: Post Colonial Dilemmas
ANTH 312/WGSS 314/INST 313 (F) Gendered Violence and the Paradoxes of Human Rights (W)
ANTH 332/ENVI 332/JLST 332 Environmental Justice (D) (W)
CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science
*ECON 229 Law and Economics
ECON 374T Poverty and Public Policy (W)
ECON 470 The Indian Economy: Development and Social Justice (D)
ENGL 265/AMST 266 Topics in American Literature: Freedom and Captivity (W)
*ENGL 407/COMP 407 Literature, Justice, and Community

ENVI 307/PSCI 317 Environmental Law
ENVI 328/PSCI 328 Global Environmental Politics
HIST 152/WGSS 152 The Fourteenth Amendment and the Meanings of Equality
HIST 164/AFR 164/AMST 165 Slavery in the United States
HIST 167/AFR 167/AMST 167 Let Freedom Ring? African Americans and Emancipation (W)
HIST 178T/WGSS 178T Marriage and the American Nation (W)
HIST 304/AFR 304 South Africa and Apartheid
HIST 327 Law in the Middle Ages
*HIST 373 Citizenship: An American History
HIST 376/WGSS 376/JLST 376 Sex, Gender, and the Law in U.S. History
HIST 380 Comparative American Immigration History
HIST 381/AFR 381 From Civil Rights to Black Power
HIST 433/JWST 433 The Justice of Violence? Histories of Terrorism in Europe
HIST 457/WGSS 457 Gender, Law, and Politics in U.S. History
JLST 250 Trials
JLST 401/COMP 411/ENGL 332 Images of Law
JWST 101/REL 203 Judaism: Before the Law (D)
LATS 370/AMST 370/JLST 370/INST 370/SOC 370 Immigrant Social Movements: Bridging Theory and Praxis
*PHIL 114 Freedom and Society (W)
*PHIL 122 Philosophical Approaches to Contemporary Moral Issues
PHIL 224/LEAD 221 Contemporary Political Philosophy
PHIL 291 Violence: Its Trajectory and Its Causes
*PHIL 236 Contemporary Ethical Theory
PHIL 238/PSCI 237 Just War Theory, Terrorism, and Weapons of Mass Destruction
*PHIL 272 Free Will and Responsibility
PHIL 337T Justice in Health Care (W)
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 236/WGSS 236 Sex, Gender, and Political Theory
PSCI 309/LEAD 309 Problems and Progress in American Democracy
*PSCI 334 Theorizing Global Justice
PSCI 420/JLST 401 Senior Seminar in Human Rights in International Politics and Law
*PSYC 347 Psychology and Law
*PSYC 361 Psychology of Nonviolence
REL 203/JWST 101 Judaism: Innovation and Tradition
REL 214/PSCI 271 Religion and the State
RUSS 331T/COMP 331T/ENGL 371T The Brothers Karamazov (W)
SOC 202 Terrorism and National Security
SOC 215 Crime
*SOC 218 Law and Modern Society
SOC 385 Breaking Apart
WGSS 405/HIST 458 Senior Seminar: Sexual Rights, Gender Equality, and Religious Liberty: Conflicts in Law, Culture, and Politics (W)

*denotes a theory/justice class; others count toward the history & institutions requirement

JLST 101(F) Introduction to Justice and Law
This course will examine all aspects of America's legal system, including its historical and constitutional underpinnings; the processes of resolving disputes, e.g., trials, plea-bargaining, and civil settlement; and the diverse roles of participants in the system, e.g., judges, jurors, legislators, and law schools. The course will emphasize the deeply interdisciplinary nature of law, probing the law's intersections with politics, history, economics, psychology, philosophy, sociology, science, and religion.
Class Format: lecture/discussion Requirements/Evaluation: three papers, a final exam, and class participation Prerequisites: none Enrollment Limit: 40 Expected Class Size: 40 Enrollment Preferences: first-years and sophomores
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Alan Hirsch

JLST 210 Governing Nature (W) Crosslistings: ANTH 210/ENVI 210/JLST 210
This course analyzes the regulation of natural resources, primarily in today's United States. We will study how shared definitions of nature and, hence, nature's resources are instituted in law and policy and the extent to which these legal mandates shape actual landscapes. We will examine the workings of government bureaucracies—for example, the U.S. Forest Service and the National Park Service—to see how their understanding and administration of natural resources operate on the ground and affect local communities. We will consider an array of questions: What is the relationship between nature and what anthropologists call "the State"? Does scientific expertise command authority? When is the governance of natural resources synonymous with the governance of people? To what extent are taken-for-granted terms like "endangered" in reality social and legal constructs? In order to unpack these and other puzzles, we will turn to historical works and ethnography, focusing on insights from political and environmental anthropology. We will also read legal doctrine, such as the Wilderness Act of 1964 and judicial opinions regarding tribal sovereignty and fishing rights. Our case studies will range from rivers and national forests in the American Southwest to local conservation issues in the Berkshires, including land trusts.
Class Format: seminar Requirements/Evaluation: active participation, two 5- to 7-page papers on assigned readings, one 12- to 15-page research paper Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Anthropology and Sociology majors, ENVI majors/concentrators and Justice and Law concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives ENVI Environmental Policy ENVP PE-B Group Electives ENVP PTL-A Group Electives ENVP SC-B Group Electives JLST Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Natalie Vena

JLST 250T Trials
Humans are social creatures. In organized societies, when conflicts arise, people rely on the law and, within the law, on trials to sort out competing claims and assign proper consequences. "Trials" include other tests such as the trial of battle, experimental trials, trials to qualify for athletic finals, and probationary periods. At it core, then, a trial is a way to test the veracity or quality of some person or thing. This tutorial traces the application and various meanings of trials, focusing on three themes: trials as a test of personal character; trials as a way of knowing; and trials as social institutions designed to protect the social order by offering justice.
Class Format: tutorial Requirements/Evaluation: five main papers and five response papers Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Justice & Law concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: JLST Enactment/Applications in Institutions

Not Offered Academic Year 2016
TUT Instructor: George Marcus

JLST 332(S) Environmental Justice (D) (W) Crosslistings: ANTH 332/ENVI 332/JLST 332/GBST 332
This course explores the concept of justice and the ways in which interested parties have defined that term in relation to man-made environmental hazards. We will analyze episodes of environmental injustice recounted in ethnography, literature, and historical works. To familiarize ourselves with the remedies available to people disproportionately affected by environmental perils, we will read domestic and international legal doctrine as well as documents produced by the U.S. Environmental Protection Agency and the United Nations Environment Programme. Our initial readings will include philosophical treatises on justice as well as texts outlining the spatial dimensions of social inequality. In the United States, our case studies will range from air quality in the South Bronx to water pollution in New Jersey and West Virginia. Internationally, we will study the effects of oil extraction in the Niger Delta as well as climate change adaptation in nations that emit relatively little carbon dioxide. Throughout the course, we will discuss how lawyers and the communities they represent mobilize scientific evidence to achieve desired ends. Simultaneously, we will consider the extent to which otherwise marginalized people participate in environmental law- and policymaking. This course satisfies the EDI requirement, by critically examining the unequal exposure of different social groups to environmental harms.
Class Format: seminar Requirements/Evaluation: one 15- to 20-page research paper, an in-class presentation, one 6-page essay, and three 1-page response papers Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Anthropology and Sociology majors, ENVI majors/concentrators and Justice and Law concentrators
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Space and Place Electives ENVI Environmental Policy ENVP PE-A Group Electives ENVP PE-B Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives ENVP SC-B Group Electives JLST Interdepartmental Electives PHLH Nutrition,Food Security+Environmental Health

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Natalie Vena

JLST 376(F) Sex, Gender, and the Law in U.S. History (D) Crosslistings: HIST 376/WGSS 376/JLST 376
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.
Class Format: seminar Requirements/Evaluation: evaluation will be based on two short (4-5 page) papers; one longer (10-12 page) paper; an in-class presentation, and participation in class discussion Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: History majors; WGSS majors; Justice & Law Studies concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Sara Dubow

JLST 397 Independent Study: Legal Studies
Legal Studies independent study. Open only under the supervision of a member of the Legal Studies Advisory Committee.
Class Format: independent study
Distributional Requirements: Division 2

Not Offered Academic Year 2016
IND Instructor: Alan Hirsch

JLST 398 Independent Study: Legal Studies
Legal Studies independent study. Open under the supervision of a member of the Legal Studies Advisory Committee.
Class Format: independent study
Distributional Requirements: Division 2

Not Offered Academic Year 2016
IND Instructor: Alan Hirsch

JLST 401(S) Images of Law Crosslistings: JLST 401/COMP 411/ENGL 332
Works of art transform how we view the law. Novels like Kafka's *The Trial* and Camus' *The Stranger* produce indelible images and inspire reflections about all phases of the legal process—investigation, interrogation, arrest, trial, and punishment. Poems, films, and other art forms also offer perspectives on the law, raising issues richer and more elusive than what we encounter on Court TV, in the New York Times, or even from sophisticated legal scholars. This course probes works of art with the goal of gaining insight into various aspects of law.
Class Format: seminar Requirements/Evaluation: several short writing assignments, two longer papers, class participation Prerequisites: JLST 101 or permission of the instructor
Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Justice and Law concentrators Distribution Notes: meets Division 2 requirement if registration is under JLST; meets Division 1 requirement if registration is under ENGL or COMP
Distributional Requirements: Division 2
Other Attributes: JLST Enactment/Applications in Institutions

Spring 2016
SEM Section: 01 MWF 11:00 12:15 Instructor: Alan Hirsch

JLST 402 Senior Seminar in Human Rights in International Politics and Law (W)
Crosslistings: PSCI 420/JLST 402
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?
Class Format: seminar Requirements/Evaluation: five essays (lead and critique), active and constructive participation in class Prerequisites: PSCI 202, senior standing, permission of instructor Enrollment Limit: 18 Expected Class Size: 18 Enrollment Preferences: Political Science majors; seniors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Enactment/Applications in Institutions PSCI International Relations Courses

Not Offered Academic Year 2016
LEC Instructor: Cheryl Shanks

LATINA/O STUDIES (Div. II)

Chair Professor CARMEN WHALEN

Professors: O.CHAVOYA, C.WHALEN. Associate Professors: M.E.CEPEDA, M.RÚA**. Assistant Professor: J. HIDALGO. C3 Mellon Postdoctoral Fellow in Latina/o Studies: A. GRANADO

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 464/LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation
LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place Making
LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
LATS 409/AMST 411/ WGSS 409 Transnationalism and Difference: Comparative Perspectives
LATS 427/AMST 327/ REL 314 Racial and Religious Mixture
LATS 471/HIST 471 Comparative Latina/o Migrations

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

Two of the following core electives:

LATS 106 /AMST 106 Coming of Age in the City: Growing Up and Growing Older in Communities of Color
LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video
LATS 208/AMST 207/COMP 211 Introduction to Latina/o Literatures
LATS 209/RLSP 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
LATS 224/AMST 224/REL 224 U.S. Latina/o Religions
LATS 231/AFR231/AMST231/WGSS232Approaches to Media Studies: Analyzing Mediated Difference
LATS 240/AMST 240/COMP 210 Latina/o Language Politics: Hybrid Voices
LATS 245/COMP 249/WGSS 247/AFR 245/ENGL 245 "Queering the Color Line": Queer Black and Latina/o Literature
LATS 258/ARTH 258 Latina/o Installation and Site Specific Art
LATS 286/HIST 286 Latina/o History, 1848 to the Present
LATS 312/AMST 312/ENVI 313 Chicago
LATS 318/AMST 318/REL 318/COMP 328/ENVI 318 California: Myths, Peoples, Places
LATS 328 AFR 328/AMST 329/REL 223 Revolt and Revelation in 20th Century Americas
LATS 336/AMST 337 /COMP 342/ENGL 365 Latina/o and Indigenous Literatures
LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Sounding Out Gender, Race, and Sexuality
LATS 346/AMST 346 Latinas/os and the Media: From Production to Consumption
LATS 382/HIST 382/WGSS 382 Latina/o Politics
LATS 386/HIST 386/WGSS 386 Latinas in the Global Economy: Work, Migration, and Households
LATS 397 Independent Study
LATS 398 Independent Study
REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Americas
REL 309/AFR 309/LATS 309 Scriptures and Race
REL 326/LATS 426/WGSS 326/COMP 326 Queer Temporalities

One additional related course from either of the following subcategories OR from the core electives above:

Countries of Origin and Transnationalism

AFR 248/HIST 248 The Caribbean: From Slavery to Independence
ENVI 239/COMP 238 Introduction to Ecocriticism: North South Dialogues on Nature and Culture
HIST 143 Soccer and History in Latin America: Making the Beautiful Game
HIST 243 Modern Latin America, 1822 to the Present
HIST 245/AFR 346 History of Modern Brazil
ARAB 261/COMP Lit 261 Comparative Postcolonial Narratives: Novels from the Arab World, Latin-America and the Caribbean
HIST 343/LATS 343 Conquistadors in the New World
HIST 347 Democracy and Dictatorship in Latin America
HIST 492 Revolutionary Thought in Latin America
MUS 126 Cuban Popular Music and Culture
PSCI 266 The United States and Latin America
PSCI 349 Cuba and the United States
RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics
RLSP 402 Senior Seminar: Writing Latin Americas Environmental Crisis
RLSP 403/WGSS 403, Senior Seminar: Image, Violence, and the Feminine

Comparative Race and Ethnic Studies

AFR 200/AMST 200 Introduction to Africana Studies
LATS 231/AFR 231/WGSS231/AMST 231 Approaches to Media Studies: Analyzing Mediated Difference
LATS 313/AMST 313/WGSS 313 Gender, Race, and the Power of Personal Aesthetics (D)LATS 335/ WGSS 330/COMP 339/AMST 332/THEA 322 Race, Gender, and Performance from Literature to Social Media (D)
AMST 361/HIST 361 U.S. Settler Colonialism and Empire
AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403 New Asian American, African American, Native American, and Latina/o Writing
ARTH 462/AMST 462/LATS 462 Art of California: Pacific Standard Time
HIST 380 Comparative American Immigration History
WGSS 240/AMST 241/LATS 241/THEA 241 Performing Masculinity in Global Popular Culture

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. You can find general study away guidelines for Latina/o Studies here.

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.
Class Format: discussion Requirements/Evaluation: evaluation to be based on student participation and several short papers (1-5 pages) throughout the semester Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20-25 Enrollment Preferences: Latina/o Studies concentrators Dept. Notes: required course for concentration in Latina/o Studies
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructors: C. Ondine Chavoya, Carmen Whalen

LATS 106T(S) Coming of Age in the City: Growing up and Growing Older in Communities of Color (D) (W) Crosslistings: LATS 106/AMST 106
This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have deeply affected the daily collective lives of certain populations from childhood to elderhood, taking into account how age and age relations are highly differentiated by race, class, and gender. We will also consider the ways in which cities are organized and arranged to create and recreate categories and ideas associated with age. This EDI tutorial foregrounds the significance of age, as it crosscuts with race, class, and gender, in explorations of urban inequality.
Class Format: tutorial Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: first- and second-years, students considering an American Studies major or Latina/o Studies concentration Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives LATS Core Electives

Spring 2016
TUT Section: T1 TBA Instructor: Merida Rua

LATS 203 Chicana/o Film and Video (D) Crosslistings: LATS 203/ARTH 203/WGSS 203/AMST 205
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.Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the media, the course fulfills the Exploring Diversity Initiative's themes of critical theorization and power and privilege.
Class Format: film screenings will be scheduled as a lab Requirements/Evaluation: evaluation will be based on one short paper, mid-term exam, final exam and take home essays Prerequisites: none Enrollment Limit: 30 Expected Class Size: 20 Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ARTH post-1600 Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Not Offered Academic Year 2016
LEC Instructor: C. Ondine Chavoya

LATS 208(F) Introduction to Latina/o Literatures (D) Crosslistings: LATS 208/AMST 207/COMP 211/ENGL 251
This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. Readings include works by Tómas Rivera, Cristina García, Cristy C. Road, Oscar Zeta Acosta, Junot Díaz, Alisa Valdes-Rodriguez, and more. This course fulfills the Exploring Diversity Initiative requirements as it offers students a comparative study of cultures and societies by examining the U.S. racial project of constructing a Latina/o people out of various peoples. Additional attention is given, under the rubric of power and privilege, to the specific economic and political institutions that structure Latina/o cultural production.
Class Format: lecture Requirements/Evaluation: students will be evaluated based on weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation Prerequisites: none Enrollment Limit: 30 Expected Class Size: 20 Enrollment Preferences: Latina/o Studies concentrators, American Studies and Comparative Literature majors Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST or LATS
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Alma Granado

LATS 209(F) Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production Crosslistings: LATS 209/RLSP 209
This 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 informal or domestic environments. Through the use of materials and vocabulary taken from a variety of real-life contexts, but with primary emphasis on the diverse Latina/o communities of the United States, this class aims to sharpen heritage speakers' sociolinguistic competency and ability to interpret musical, cinematic, and literary texts in Spanish. Please note that students who have completed the majority of their formal education in a Spanish-speaking country are not permitted to take this course without prior permission of the instructor.
Class Format: discussion Requirements/Evaluation: evaluation will be based on student participation, grammar homework, 2 oral exams, and 3-4 written essays Prerequisites: none; 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 Class Size: 12 Enrollment Preferences: Latina/o Studies concentrators or Spanish majors by seniority Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under RLSP may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: LATS Core Electives

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Maria Elena Cepeda

LATS 220 Introduction to Urban Studies: Shaping and Living the City Crosslistings: LATS 220/AMST 221/ENVI 221
Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (5-7 pages) and final essay (8-10 pages) Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: first and second year students as well as American Studies majors and Latina/o Studies concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ASAM Related Courses ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives EXPE Experiential Education Courses GBST Urbanizing World Electives LATS Core Electives

Not Offered Academic Year 2016
LEC Instructor: Merida Rua

LATS 224(S) U.S. Latina @ Religions (D) Crosslistings: LATS 224/AMST 224/REL 224
In this course, we will engage aspects of Latin@ religious experiences, practices, and

expressions in the United States of America. We examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latin@ communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices—such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latin@ Muslims, and Santería—by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. We will also consider, though more briefly, historical contexts in Iberia and Latin America, as well as questions of how one studies Latin@ religions. Rooting ourselves in the social, political, cultural, and historical contexts in which particular Latin@ religious formations developed, this EDI course examines issues of social and institutional power relations that influence particular religious formations.
Class Format: discussion Requirements/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 Prerequisites: none Enrollment Limit: none Expected Class Size: 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2016
LEC Section: 01 MWF 11:00 12:15 Instructor: Jacqueline Hidalgo

LATS 227 Utopias and Americas Crosslistings: REL 227/LATS 227/AMST 227/ENVI 227
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? This course considers the relationship between 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 on particular examples of utopianism in the U.S.A. We will attend to particular instances of utopian social dreaming that re-imagine time, space, environment, gender, family, education, and power. 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.
Class Format: seminar Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 19 Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Jacqueline Hidalgo

LATS 231(S) Approaches to Media Studies: Analyzing Mediated Difference
Crosslistings: LATS 231/AMST 231/WGSS 232
Media's influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats.This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hand-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity.
Class Format: seminar Requirements/Evaluation: participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods Prerequisites: none Enrollment Limit: 12 Expected Class Size: 10 Enrollment Preferences: Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality majors by seniority Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Comparative Race + Ethnic Studies Electives LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Maria Elena Cepeda

LATS 240 Latina/o Language Politics: Hybrid Voices (D) Crosslistings: LATS 240/AMST 240/COMP 210
In this course we will focus on issues of language and identity in the contemporary linguistic practices and literary production of various Latina/o communities. We will ask: How are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Building on an overview of common linguistic phenomena such as code-switching (popularly known as "Spanglish") and Latina/o English, we will also examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres, including theatre, autobiography, novels, and poetry by writers such as Sandra Cisneros, Junot Díaz, Martín Espada, Víctor Hernández Cruz, Dolores Prida, Richard Rodríguez, and Michele Serros, among others. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.
Class Format: seminar Requirements/Evaluation: participation, two essays, final take-home examination Prerequisites: none Enrollment Limit: 12 Expected Class Size: 12
Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority Distribution Notes: meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Maria Elena Cepeda

LATS 241 Performing Masculinity in Global Popular Culture (D) Crosslistings: WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes — had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.
Class Format: seminar Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 8-10 page final paper, short field trip reaction essay Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20
Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: EXPE Experiential Education Courses LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Gregory Mitchell

LATS 245 "Queering the Color Line": Queer Black and Latina/o Literature (D)
Crosslistings: LATS 245/COMP 249/WGSS 247/AFR 245/ENGL 245
This class takes part of its title from Siobhan Somerville's critical study published in 2000, and takes its cues, as Somerville has, from W.E.B Dubois's statement in *The Souls of Black Folk* that "the problem in the Twentieth Century is the problem of the color line." Thus, in this course, we will ask: How have Black and Latina/o critics and writers developed, critiqued, and re-imagined queer literature and queer studies to address the complexities of racialization, as well as gender, sexuality, class, disability, and citizenship? This question, and our examination of the politics of self-identification and confessionary forms, will guide our discussions throughout the course. Texts may include works by James Baldwin, Rigoberto Gonzalez, Jackie Kay, Cherrie Moraga, Cristy Road, and Tatiana de la Tierra, in addition to selections from the anthologies *Black Queer Studies*, *Gay Latino Studies: A Critical Reader*, *This Bridge We Call Home: Radical Visions for Transformation*, and others that will be available in a course reader.
Class Format: seminar Requirements/Evaluation: students will be evaluated based on participation, short essays, and a final group presentation on the queering of contemporary pop culture Prerequisites: none Enrollment Limit: 18 Expected Class Size: 16 Enrollment Preferences: Latina/o Studies concentrators Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under LATS, AFR or WGSS Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Alma Granado

LATS 258 Latina/o Installation and Site-Specific Art Crosslistings: LATS 258/ARTH 258
This course will explore the various forms of installation and site-specific artworks created by Latina/o artists for both museums and public space. We will examine the ways in which Latina/o artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latina/o culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.
Class Format: lecture/discussion Requirements/Evaluation: two short papers, periodic research reports, final research paper, and presentation Prerequisites: LATS 105 or ARTH 101-102 or permission of instructor Enrollment Limit: 19 Expected Class Size: 12
Enrollment Preferences: Latina/o Studies concentrators and Art majors Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives LATS Core Electives

Not Offered Academic Year 2016
LEC Instructor: C. Ondine Chavoya

LATS 286(S) Latina/o History, 1848 to the Present (D) Crosslistings: LATS 286/HIST 286
From 1848 to the present, Latina/o communities have taken shape in the United States through conquest and migration. Why and when have distinct Latina/o groups come to have sizeable communities in different regions of the United States? U.S. imperialism and foreign policies, as well military, political and economic ties between the United States and the various countries of origin define the political and economic contexts in which people leave their homes to come to the United States. In their search for low-wage labor, U.S. employers have recruited workers from Latin America and the Hispanic Caribbean. Mexicans, Puerto Ricans, Cubans, Dominicans, Guatemalans, and Salvadorans, as well as others, have responded to labor recruitment and have also relied on networks of family and friends to seek a better life in the United States. What do the histories of these distinct Latina/o groups share and where do their experiences diverge? This EDI course examines the racial dynamics at play in the formation of Latina/o communities, as well as the impact of U.S. hierarchies of race, ethnicity, gender and class on the labor histories of Latinas and Latinos.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final essay Prerequisites: none Enrollment Limit: 40 Expected Class Size: 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Carmen Whalen

LATS 306 Queer of Color Critique: Race, Sex and Urban Life (D) Crosslistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304
This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter-racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.
Class Format: discussion/lecture Requirements/Evaluation: mid-term essay, choice of final exam essay or 8-10 page research paper, responses to performance/special events
Prerequisites: none Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: Women's Gender & Sexuality Studies majors or prospective majors
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives ASAM Related Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Gregory Mitchell

LATS 309(F) Scriptures and Race Crosslistings: REL 309/AFR 309/LATS 309
This course focuses on the relationships between constructions of race in the post-1492 American world and "Christian scriptures." The big questions of the course examine the ways that contestations of power are intertwined with the making of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, and yet their conceptualization has often been embroiled in the hopes and traumas of everyday life in the Americas. 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, their communities, and their relationship to religious and racial "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 and lived experiences of race have informed the concept of scriptures as well as practices of scriptural interpretation.
Class Format: lecture/discussion Requirements/Evaluation: evaluation based upon participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final essay Prerequisites: none Enrollment Limit: 20 Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: LATS Core Electives

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Jacqueline Hidalgo

LATS 312 Chicago Crosslistings: LATS 312/AMST 312/ENVI 313
"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind 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.
Class Format: discussion Requirements/Evaluation: 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) Prerequisites: none Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives GBST Urbanizing World Electives LATS Core Electives

Not Offered Academic Year 2016
LEC Instructor: Merida Rua

LATS 313(S) Gender, Race, and the Power of Personal Aesthetics (D) Crosslistings: LATS 313/AMST 313/WGSS 313/AFR 326
This course focuses on the politics of personal style among 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 including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and 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," "Arab American" 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 activist strategy challenge traditional understandings of feminist political activity?
Class Format: seminar Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam Prerequisites: LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses LATS Comparative Race + Ethnic Studies Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Maria Elena Cepeda

LATS 318 California: Myths, Peoples, Places (W) Crosslistings: LATS 318/AMST 318/REL 318/COMP 328/ENVI 318
"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."
Class Format: seminar Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: none Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Jacqueline Hidalgo

LATS 328(F) Revolt and Revelation in 20th-Century Americas (D) Crosslistings: LATS 328/AFR 328/AMST 329/REL 223
Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutierrez asked "Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?" Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of "God-talk" broadly termed "liberation theologies" that critiqued and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings—such as those of Gutierrez—and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, México, Perú, and the United States of America between 1960-2000. This EDI course examines issues of social and institutional power relations that influence particular religious formations as well as the way religious formations respond to and structure social and institutional power relations
Class Format: lecture/discussion Requirements/Evaluation: this course will be mostly discussion, with grading based upon participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 8- to 12-page final essay Prerequisites: none Enrollment Limit: none Expected Class Size: 10 Enrollment Preferences: majors and concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: LATS Core Electives

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Jacqueline Hidalgo

LATS 335(S) Race, Gender, and Performance from Literature to Social Media (D)
Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322
What different conversations around the topic of "diversity" might be had if we think of race, gender, and sexuality as performative? How might the analytic of performance equip us in this course to identify marginalized modes of being and to enact anti-xenophobic strategies for everyday practice? In this course we will study multiple forms of contemporary performance (including performance art, visual art, sound art, social media, literature, politics, and performance of everyday life) by artists of diverse racial, gender, and sexual identification to think about belonging and alternative forms of world-making.
We will explore these questions in a United States context through engagement with cultural texts that destabilize ideological binaries of female/male, black/white, heterosexual/homosexual, subject/object, and human/non-human, including scholarship in critical ethnic studies, queer of color critique, and affect studies. We will begin with linguistic philosopher J.L. Austin's theory of the performative speech act, and proceed with theorists including Judith Butler and José Esteban Muñoz to consider gender and racial performativities. Artists studied will range from the conceptual (including Adrian Piper, Nao Bustamante, and Yoko Ono) to the popular (including Rihanna, Miley Cyrus, R. Kelly). This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces? This EDI course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.
Class Format: seminar Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper Prerequisites: none Enrollment Limit: 20 Expected Class Size: 15 Distribution Notes: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS Extra Info: not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses LATS Comparative Race + Ethnic Studies Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Vivian Huang

LATS 336(S) Latina/o and Indigenous Literatures Crosslistings: LATS 336/COMP 342/ENGL 365/AMST 337
Indigeneity has been central conceptually, theoretically, culturally, and politically in Latina/o and indigenous literatures. We will examine points of commonality and contention in the ways U.S.-based Latina/o and indigenous writers represent, explore, and employ indigeneity. How have these writers articulated indigeneity as a theoretical concept, cultural signifier, and epistemology? How do conceptions of sovereignty and self-determination shift across these works and the historical contexts from which they emerge? Further, what roles do space, place, and land play in the embodiment of indigeneity in Latina/o and indigenous literatures? Students will read short stories, novels, poetry, and drama by writers such as alurista, Gloria Anzaldúa, Cherríe Moraga, Héctor Tobar, Simon Ortiz, Louise Erdrich, Craig Santos Perez, Alani Apio, and Leslie Marmon Silko.
Class Format: seminar Requirements/Evaluation: participation, online posts, midterm, and a seminar paper that will require the submission of an annotated bibliography, proposal, and abstract Prerequisites: none Enrollment Limit: 19 Expected Class Size: 14 Enrollment Preferences: junior and senior Latina/o Studies concentrators Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under LATS or AMST
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Alma Granado

LATS 338(F) Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality (D) (W) Crosslistings: LATS 338/AMST 339/WGSS 338
In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?
Class Format: seminar Requirements/Evaluation: class participation, one semester-long original research project conducted in stages, one ethnographic exercise Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Maria Elena Cepeda

LATS 343 Conquistadors in the New World Crosslistings: HIST 343/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?
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on four short essays, class presentations, and a self-scheduled final exam Prerequisites: none Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: History majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group D Electives - Latin America + Caribbean HIST Group P Electives - Premodern LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2016
LEC Instructor: James Wood

LATS 346 Latinas/os and the Media: From Production to Consumption (D) (W) Crosslistings: LATS 346/AMST 346
As Latina/o Studies and Media Studies scholars have long noted, the media plays a key role in the construction of (trans)national identities. As such, this interdisciplinary course will focus on the areas of advertising, print media, radio, internet, television, media policy and audience studies in an attempt to answer the following: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How are Latina/o community practices shaped by the media, and vice versa? What research methodologies best capture the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of consumer agency come into play? How might media provide a means for affecting social change at both the local and global levels? In what ways do popular media impact our understanding of ethno-racial identities, gender, sexuality, class and nation? Readings include works by scholars such as Arlene Dávila, Juan González, Stuart Hall, Henry Jenkins, América Rodríguez, Joseph Torres, and Angharad Valdivia, among others.
Class Format: seminar Requirements/Evaluation: 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 Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Maria Elena Cepeda

LATS 382 Latina/o Politics (D) Crosslistings: LATS 382/HIST 382/WGSS 382
This course explores Latina/o politics from World War II to the present. Defining politics broadly, we will examine everything from electoral politics to grassroots activism. We will explore the relationship between Latinas/os and the U.S. political system, as well as the ways in which dynamics internal to Latina/o communities shape political issues and political participation. Specific topics include Mexican Americans and Puerto Ricans struggles for political inclusion in the aftermath of World War II, Cuban exile politics and their impact, the political and social movements of the 1960s and 1970s, key electoral campaigns, the recent appointment in 2008 of the first Latina as a Supreme Court justice, and on-going debates over immigration. With an assessment of power relations at its core, this Exploring Diversity Initiative course explores the ways in which 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.
Class Format: discussion Requirements/Evaluation: 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) Prerequisites: none Enrollment Limit: none Expected Class Size: 20 Enrollment Preferences: Latina/o Studies concentrators and History majors; open to first year students
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016

LATS 386 Latinas in the Global Economy: Work, Migration, and Households (D) Crosslistings: LATS 386/HIST 386/WGSS 386
An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs? This EDI course explores the impact of U.S. hierarchies of race, ethnicity, gender and class on Latinas' labor migrations and economic incorporation in the United States, as well as the myriad ways in which they confront, negotiate, and at times challenge those dominant U.S. hierarchies.
Class Format: discussion Requirements/Evaluation: evaluation based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class Prerequisites: open to first-year students with instructor's permission Enrollment Limit: 25 Expected Class Size: 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
SEM Instructor: Carmen Whalen

LATS 397(F) Independent Study: Latina/o Studies
Latina/o Studies independent study.
Class Format: independent study
Distributional Requirements: Division 2
Other Attributes: LATS Core Electives

Fall 2015
IND Section: 01 TBA Instructor: Carmen Whalen

LATS 398(S) Independent Study: Latina/o Studies
Latina/o Studies independent study.
Class Format: independent study
Distributional Requirements: Division 2
Other Attributes: LATS Core Electives

Spring 2016
IND Section: 01 TBA Instructor: Carmen Whalen

LATS 403 New Asian American, African American, Native American, and Latina/o Writing (D) Crosslistings: AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403
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.
Class Format: seminar/discussion **Requirements/Evaluation:** 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 ENGL class must have previously taken a 100-level ENGL course **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** American Studies majors **Distribution Notes:** meets Division 2 requirement if registration is under AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars ENGL Literary Histories C LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Dorothy Wang

LATS 405 Home and Belonging: Displacements, Relocations, and Place-Making (D) (W) **Crosslistings:** LATS 405/AMST 405
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.
Class Format: seminar **Requirements/Evaluation:** 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 LATS, AMST, or permission of instructor; not open to first year students **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** senior Latino Studies concentrators and American Studies majors
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars AMST Space and Place Electives GBST Borders, Exiles + Diaspora Studies Electives LATS 400-level Seminars

Not Offered Academic Year 2016
SEM Instructor: Merida Rua

LATS 408(S) Envisioning Urban Life: Objects, Subjects, and Everyday People (D) (W) **Crosslistings:** LATS 408/AMST 408
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 may cover include historical accounts of the varied ways in which poverty and "urban culture" have 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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, a short essay, a series of writing exercises, and a semester-long final project **Prerequisites:** prior courses in AMST, LATS, or permission of instructor; not open to first year students **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** senior Latina/o Studies concentrators and senior American Studies majors
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives LATS 400-level Seminars

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Merida Rua

LATS 409 Transnationalism and Difference: Comparative Perspectives (D) (W) **Crosslistings:** LATS 409/AMST 411/WGSS 409
In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle East.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on student participation, an original 12-15 page research paper conducted in stages, and peer editing **Prerequisites:** LATS 105, WGSS 101 or AMST 201; junior or senior standing **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses GBST Borders, Exiles + Diaspora Studies Electives LATS 400-level Seminars

Not Offered Academic Year 2016
SEM Instructor: Maria Elena Cepeda

LATS 426T Queer Temporalities (W) **Crosslistings:** REL 326/LATS 426/WGSS 326/COMP 326
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 Mu&#241oz) 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 Mu&#241oz 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.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on class attendance, analytical essays, responses, and revised essays **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** 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 **Distribution Notes:** meets Division 2 requirement if registration is under REL, LATS or WGSS; meets Division 1 requirement if registration is under COMP **Extra Info:** Pairs will meet with the instructor 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.
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LATS Core Electives

Not Offered Academic Year 2016
TUT Instructor: Jacqueline Hidalgo

LATS 427(S) Racial and Religious Mixture (D) (W) **Crosslistings:** LATS 427/REL 314/AMST 327/AFR 427
The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies. Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this EDI course investigates the ways that knowledge about mixture and difference have been critically constructed and transformed.
Class Format: seminar **Requirements/Evaluation:** evaluation based on participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a 20- to 25-page research paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** seniors, concentrators, majors, those with prior relevant coursework
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2016
SEM Section: 01 M 07:00 09:40 Instructor: Jacqueline Hidalgo

LATS 462(F) Art of California: Pacific Standard Time (D) (W) **Crosslistings:** ARTH 462/AMST 462/LATS 462/ARTH 562
In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. This course fulfills the Exploring Diversity Initiative requirement as it offers students a comparative study of cultures and societies and provides various interdisciplinary perspectives on the art and visual culture of a specific region.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester **Prerequisites:** ARTH 102 **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST or LATS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive

Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1600 Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: C. Ondine Chavoya

LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation (D) (W)
Crosslistings: ARTH 464/LATS 464
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.
Class Format: seminar **Requirements/Evaluation:** 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 Class Size:** 12 **Enrollment Preferences:** Latina/o Studies and Art History seniors and juniors **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives LATS 400-level Seminars

Not Offered Academic Year 2016
SEM Instructor: C. Ondine Chavoya

LATS 471(F) Comparative Latina/o Migrations (D) (W) **Crosslistings:** LATS 471/HIST 471
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.
Class Format: discussion/seminar **Requirements/Evaluation:** 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 **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 8-15 **Enrollment Preferences:** History majors and Latina/o Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada LATS 400-level Seminars

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Carmen Whalen

LATS 493(F) Senior Honors Thesis: Latina/o Studies
Students beginning their thesis work in the fall must register for this course and subsequentially for LATS 031 during Winter Study.
Class Format: independent study **Prerequisites:** approval of program chair; limited to senior honors candidates
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Carmen Whalen

LATS 494(S) Senior Honors Thesis: Latina/o Studies
Students beginning their thesis work in Winter Study must register for this course.
Class Format: independent study **Prerequisites:** approval of program chair; limited to senior honors candidates
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Carmen Whalen

LEADERSHIP STUDIES (Div. II)

Chair, Associate Professor JUSTIN CROWE

Advisory Committee: Professors: DUNN, MCALLISTER, WOOD**. Associate Professors: BERNHARDSSON, CROWE, MELLOW. Assistant Professor: SPERO*. Visiting Assistant Professor: WILLIAMS. Stanley Kaplan Visiting Professor: GHOLZ. 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). Additional and/or substitute electives are offered each year; students should consult the course offerings in the catalog (below the description of the tracks) for the full list of elective offerings in a given year.

Study Away

You can find general study away guidelines for Leadership Studies here.

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, typically:

PSCI 203 Introduction to Political Theory

Two Core Courses Dealing with Specific Facets or Domains of Leadership, such as:

CLAS 258/ANTH 258/HIST 394/REL 213 Divine Kingship in the Ancient Mediterranean
CLAS 323/LEAD 323/HIST 323 Leadership, Government, and the Governed in Ancient Greece
HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East
HIST 157/LEAD 157/AMST 157 From Powhatan to Lincoln: Discovering Leadership in a New World
HIST 241/LEAD 241 The Rise and Fall of the Soviet Union
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 381/AFR 381 From Civil Rights to Black Power
HIST 475/LEAD 475 Modern Warfare and Military Leadership
LEAD 205/HIST 377 Democracy in America: From the Founding to Facebook
LEAD 212/HIST 393 Sister Revolutions in France and America
LEAD 250/PSCI 205 Political Leadership
LEAD 285/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders
LEAD 295 Leadership and Management
LEAD 310/HIST 385 Leadership in Hard Times: Governance and Activism in America's Urban Crisis
LEAD 320/HIST 360 Leadership and Historical Memory
LEAD 345 Biography as American History
LEAD 402 The Art of Presidential Leadership
PSCI 206/LEAD 206 Dangerous Leadership in American Politics
PSCI 216/LEAD 216 American Constitutionalism I: Structures of Power
PSCI 217/LEAD 217 American Constitutionalism II: Rights and Liberties
PSCI 218/LEAD 218 The American Presidency
PSCI 309/LEAD 309 Problems and Progress in American Democracy
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, such as:

HIST 157/LEAD 157/AMST 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 205/HIST 377 Democracy in America: From the Founding to Facebook
LEAD 250/PSCI 205 Political Leadership
LEAD 285/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders

LEAD 310/HIST 385 Leadership in Hard Times: Governance and Activism in America's Urban Crisis
LEAD 320/HIST 360 Leadership and Historical Memory
LEAD 345 Biography as American History
LEAD 402 The Art of Presidential Leadership
PSCI 218/LEAD 218 The American Presidency
PSCI 309 Problems and Progress in American Democracy

Three Required Courses Dealing with Specific Facets of American Foreign Policy Leadership, such as:

HIST 262 The United States and the World, 1776 to 1914
HIST 263 The United States and the World, 1914 to the Present
HIST 388 Decolonization and the Cold War
HIST 389/LEAD 389 The Vietnam Wars
HIST 464/LEAD 464 The United States and the Vietnam War
PSCI 225 International Security
PSCI 262/LEAD 262 America and the Cold War
PSCI 263/LEAD 242 America and the Vietnam War
PSCI 266 The United States and Latin America
PSCI 362/LEAD 362 The Wilsonian Tradition in American Foreign Policy
PSCI 364/LEAD 364 Domestic Politics of National Security
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 should check with the program chair to see if other courses not listed here might count as electives.

HONORS IN LEADERSHIP STUDIES

Although there currently is no Honors route in the Leadership Studies program, it often is possible for students pursuing the concentration to undertake an Honors project within their major disciplines on topics that enables them to develop and explore their interests in Leadership Studies. Faculty in the program are happy to discuss this possibility with concentrators and to help them develop suitable Honors thesis topics. In some cases, depending on the topic and the department involved, a faculty member in the program might also be able to serve as an official or unofficial co-supervisor for an Honors project in another discipline.

LEAD 120(F) America and the World Crosslistings: PSCI 120/LEAD 120/GBST 101
This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change.
We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.
Class Format: lecture Requirements/Evaluation: papers, participation, and exam
Prerequisites: none Enrollment Limit: 35 Expected Class Size: 30 Enrollment Preferences: first-years and sophomores Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Eugene Gholz

LEAD 125(F) Leadership, Power and Legitimacy: An Introduction to Leadership Studies Crosslistings: LEAD 125/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.
Class Format: lecture/discussion Requirements/Evaluation: class participation and several brief (1 page) response papers, a short mid-term paper, and a longer final paper
Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: first-year students and sophomores Dept. Notes: subfield open in Political Science major
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Chip Chandler

LEAD 135T(S) The Great War, 1914-1918 (W) Crosslistings: HIST 135/LEAD 135
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?
Class Format: tutorial Requirements/Evaluation: paper or critique every week
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: first-year students, and then sophomores, who have not previously taken a 100-level tutorial Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia

Spring 2016
TUT Section: T1 TBA Instructor: James Wood

LEAD 141(F,S) Bandits and Warlords Crosslistings: PSCI 141/GBST 141/LEAD 141
A leading scholar once quipped that political communities "qualify as our largest examples of organized crime." He wasn't far off: governments are meant to protect their citizenry, but as the #bringbackoursgirls or the KONY 2012 campaigns reveal, sometimes they fail. Bandits emerge, racketeers flourish, and warlords replace governments. By looking at Boko Haram, Séléka rebels, Al-Shabaab, Somali pirates and the Lords Resistance Army, this course explores the conditions that lead to the collapse of government protection and its replacement by bandits and warlords. We will then use this understanding to examine prominent examples of banditry and warlordism in Latin America, the Middle East and Europe.
Class Format: lecture Requirements/Evaluation: class participation, five short papers and a final exam Prerequisites: none; open only to first-years and sophomores Enrollment Limit: 50 Expected Class Size: 40 Enrollment Preferences: first-years
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 Cancelled

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Ngonidzashe Munemo

LEAD 150 Movers and Shakers in the Middle East (D) (W) Crosslistings: HIST 111/LEAD 150/ARAB 111
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 Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
SEM Instructor: Magnus Bernhardsson

LEAD 157 From Powhatan to Lincoln: Discovering Leadership in a New World (W) Crosslistings: HIST 157/LEAD 157/AMST 157
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. As often as possible, the course will analyze rival leaders to understand the many different forms of leadership that existed throughout American history and how historical contexts affected individual decisions. 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, and 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, the first governor of the Massachusetts Bay Colony; African American leaders like Gabriel Prosser, who led a slave rebellion, and Richard Allen, a free black abolitionist; presidents like George Washington and Thomas Jefferson; First ladies like Abigail Adams and Dolley Madison; advocates for women's rights like Elizabeth Cady Stanton and Susan B. Anthony, and others. Providing a survey of early American history through the study of these individuals, students will have a deeper appreciation of how historical processes shaped leaders—and how leaders have shaped history.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, weekly writing assignments, three 5-page essay assignments, and a final paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive

Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
SEM Instructor: Patrick Spero

LEAD 165 Going Nuclear: American Culture in the Atomic Age (W) Crosslistings: HIST 165/LEAD 165
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. In this 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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on class participation, several short essays, and a final 10- to 12-page research paper **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada SCST Related Courses

Not Offered Academic Year 2016
SEM Instructor: Jessica Chapman

LEAD 205(S) Democracy in America: From the Founding to Facebook Crosslistings: LEAD 205/HIST 377
We all know that we live in a democracy. But what it has actually meant to be citizens in a democratic republic has changed dramatically over the course of American history - as have the bounds of citizenship. In this course, we will look at how new ideas, social movements, and technological changes have reshaped American democracy. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and the ways in which new technologies such as Facebook and Twitter are reshaping democratic participation in the 21st century. We will ask: Who, exactly, has been permitted to participate in American politics, and on what terms? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? If so, why? Has American political leadership been distinctive in international comparison, and if so, what does this reveal about the distinctive characteristics of American democratic politics and citizenship?
Class Format: lecture **Requirements/Evaluation:** weekly writing assignments, term paper, midterm and final in-class exams **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Mason Williams

LEAD 206T Dangerous Leadership in American Politics (W) Crosslistings: PSCI 206/LEAD 206
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?
Class Format: tutorial **Requirements/Evaluation:** six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors and Leadership Studies concentrators **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
TUT Instructor: Nicole Mellow

LEAD 207(F) The Modern Middle East (D) Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/L
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30-40 **Enrollment Preferences:** completion of course admission survey if overenrolled **Distribution Notes:** meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Magnus Bernhardsson

LEAD 212(S) Sister Revolutions in France and America Crosslistings: LEAD 212/HIST 393
In the late-eighteenth century, two revolutions burst forth-they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a stable republic until 1870. We will analyze in detail and in depth the ideas of the leaders of the American Revolution—Washington, Hamilton, Madison and Jefferson — and the ideas of the French leaders—Robespierre, Saint-Just, Marat, Mirabeau—in order to understand why one revolution succeeded and the other failed. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on three papers, several class presentations, and active participation in class discussions **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** students with backgrounds in American history, French history or Political Science **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Spring 2016
SEM Section: 01 W 01:00 04:00 Instructor: Susan Dunn

LEAD 216(F) American Constitutionalism I: Structures of Power Crosslistings: PSCI 216/LEAD 216
How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power — the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the conservative ascendancy of the late twentieth century. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5- to 7-page essays, a final exam, and class participation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2
Other Attributes: ENVP PTL-A Group Electives JLST Enactment/Applications in Institutions LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Fall 2015
LEC Section: 01 MF 08:30 09:45 Instructor: Justin Crowe

LEAD 217 American Constitutionalism II: Rights and Liberties Crosslistings: PSCI 217/LEAD 217
How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties — freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5- to 7-page essays, a final exam, and class participation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2
Other Attributes: JLST Enactment/Applications in Institutions LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not Offered Academic Year 2016

LEAD 218 The American Presidency Crosslistings: PSCI 218/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.
Class Format: lecture/discussion **Requirements/Evaluation:** one exam, two short to medium length papers, small group projects, and class participation **Prerequisites:** none **Enrollment Limit:** 35 **Expected Class Size:** 35 **Enrollment Preferences:** Political Science majors and Leadership studies concentrators
Distributional Requirements: Division 2
Other Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not Offered Academic Year 2016
LEC Instructor: Nicole Mellow

LEAD 220(F) The History of American Capitalism **Crosslistings:** LEAD 220/HIST 291/AMST 218
This course surveys the history of American capitalism from the 17th century to the present. Organized around the twin themes of growth and inequality, it charts how a relatively minor group of colonies developed into a world economic superpower, and how this transformation has shaped how Americans have lived and worked. More than just a history of business titans, it looks in detail at how political and social contests have shaped the American economy. Among the topics we will discuss are: the differences between Native and colonial economies; the role of slavery in American economic development; the rise of wage labor and the gendering of economic activities; the effects of war, corporate consolidation, and new technologies; the shifting part played by America's governments in promoting, shaping, and sometimes constraining economic growth; the "financialization" of the American economy; and the striking rise in economic inequality in the late 20th century. As students of Leadership Studies, we will pay particular attention to the roles individuals and organizations have played in reshaping the contours of the American economy. Students should note that this course employs primarily qualitative modes of analysis; course work in economics is not presumed.
Class Format: lecture **Requirements/Evaluation:** term paper (8-10 pages), midterm and final in-class exams **Prerequisites:** none **Expected Class Size:** 25 **Enrollment Preferences:** leadership studies and american studies concentrators; history majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Mason Williams

LEAD 241(S) The Rise and Fall of the Soviet Union **Crosslistings:** HIST 241/LEAD 241
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.
Class Format: lecture/discussion **Requirements/Evaluation:** 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 Class Size:** 25
Distributional Requirements: Division 2
Other Attributes: GBST Russian + Eurasian Studies Electives HIST Group C Electives - Europe and Russia LEAD Facets or Domains of Leadership

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: William Wagner

LEAD 242 America and the Vietnam War (W) **Crosslistings:** PSCI 263/LEAD 242
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.
Class Format: seminar **Requirements/Evaluation:** two 7-page papers, one 8- to 10 page paper, and active class participation **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomore and junior Political Science majors and Leadership Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not Offered Academic Year 2016
SEM Instructor: James McAllister

LEAD 250(S) Political Leadership **Crosslistings:** LEAD 250/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 officeholders and high-achieving young political leaders—operatives and elected officials.
Class Format: seminar **Requirements/Evaluation:** three short papers and a final research paper **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Leadership Studies concentrators and Political Science majors **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Spring 2016
SEM Section: 01 M 07:00 09:40 Instructor: Jane Swift

LEAD 255 Perspectives on the American Revolution **Crosslistings:** HIST 355/LEAD 255
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation (20%), mid-term (20%) and final (25%) exams, and a final project (35%) **Prerequisites:** none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 20-25 **Enrollment Preferences:** History majors and Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
LEC Instructor: Patrick Spero

LEAD 259 The Politics of Presidential Leadership, 1776-1860 **Crosslistings:** HIST 359/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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation (25%), class presentation (10%), group presentation (5%), two essay assignments (each 15%), and a final project (30%) **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20-25 **Enrollment Preferences:** History majors and Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
LEC Instructor: Patrick Spero

LEAD 262 America and the Cold War **Crosslistings:** PSCI 262/LEAD 262
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.
Class Format: lecture/discussion **Requirements/Evaluation:** one medium length paper, an in-class midterm and final exam, and a series of short assignments **Prerequisites:** none; PSCI 202 is recommended but not required **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Political Science majors and Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not Offered Academic Year 2016
LEC Instructor: James McAllister

LEAD 285(F) The Revolutionary Generation: Galaxy of Leaders **Crosslistings:** LEAD 285/PSCI 285/HIST 354
The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters

and speeches as well as 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.
Class Format: seminar Requirements/Evaluation: evaluation based on three papers, several class presentations, and active participation in all discussions Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: students with a background in American History or Political Science Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Susan 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.
Class Format: seminar for the first half of the course and tutorial for the second half Requirements/Evaluation: active class participation, several brief (1 to 2 pages) response papers, a short midterm paper, & a longer final paper, which will be written by a team of two students during the tutorial portion of the course Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: Leadership Studies concentrators and sophomores, juniors and seniors Extra Info: the final paper will focus on two cases of each team's choice may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: LEAD Facets or Domains of Leadership

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Chip Chandler

LEAD 301(S) Museums: History and Practice Crosslistings: ARTH 501/LEAD 301
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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on oral presentations as well as two research papers Enrollment Limit: 14 Enrollment Preferences: Graduate Program students then to senior Art History majors Dept. Notes: satisfies the seminar requirement for the undergraduate Art History major Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LEAD Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 T 02:10 04:50 Instructor: Michael Conforti

LEAD 309(F) Problems and Progress in American Democracy Crosslistings: PSCI 309/LEAD 309
"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 four central elements of political life—religion, education, difference, 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 whether particular religious traditions might be incompatible with democratic values, the extent to which recent changes in higher education have affected the health of democratic politics, the effects of ideological polarization on democratic discourse, 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.
Class Format: discussion Requirements/Evaluation: 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 instructor Enrollment Limit: 19 Expected Class Size: 19 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: EXPE Experiential Education Courses JLST Interdepartmental Electives LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Justin Crowe

LEAD 311 Congress (W) Crosslistings: PSCI 311/LEAD 311
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? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote-or hinder-the legitimacy, responsiveness, and responsibility expected of a democratic
governing institution?
Class Format: seminar Requirements/Evaluation: class participation, several short papers, research paper Prerequisites: PSCI 201 or permission of instructor Enrollment Limit: 14 Expected Class Size: 14 Extra Info: American Politics Subfield; Research Skills Course
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Not Offered Academic Year 2016
SEM Instructor: Cathy Johnson

LEAD 312T American Political Thought (W) Crosslistings: PSCI 312/LEAD 312
From democracy to liberty, equality to community, foundational *ideas* — about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life — define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate — reconciling where possible, distinguishing where necessary, interpreting in all instances — the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America — as told by those who lived it.
Class Format: tutorial Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Political Science majors and prospective majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives PSCI American Politics Courses PSCI Political Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Justin Crowe

LEAD 313(S) Race and Inequality in the American City Crosslistings: LEAD 313/HIST 385/AMST 367/AFR 367
In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services—-social problems borne primarily by people of color. This course will examine social inequalities in American cities from the Second World War to the present, with particular attention to the racialization of these inequalities. Among the topics we will cover are: housing and employment discrimination; deindustrialization; urban renewal; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and environmental sustainability. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? In the written assignments, students will apply scholarly knowledge to propose a public history exhibit and to weigh in on a contemporary urban issue in the form of an op-ed piece.
Class Format: seminar Requirements/Evaluation: two short (5-6 page) essays and a longer paper (8-10 pages) with presentation Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Leadership Studies and Africana Studies concentrators; American Studies and History majors
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Mason Williams

LEAD 314 Leadership in American Political Development (W) Crosslistings: PSCI 314/LEAD 314
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 course 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.
Class Format: research seminar Requirements/Evaluation: several short essays, weekly writing assignments, and a longer research paper with presentation Prerequisites: previous course in American politics or American history Enrollment Limit: 14 Expected Class Size: 14 Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Not Offered Academic Year 2016

SEM Instructor: Nicole Mellow

LEAD 320(F) Leadership and Historical Memory Crosslistings: LEAD 320/HIST 360
Many Americans know Abraham Lincoln as the uncontroversial national icon chiseled in marble on the Washington Mall. But Lincoln has also been depicted as the paragon of the American self-made man, a symbol of northern aggression toward the South, an inveterate white supremacist, America's first gay president, and even, in our age of absurdist humor, a vampire hunter. Far from being fixed and static, our historical leaders' images have changed as Americans have deployed those images in new ways to make political and cultural claims, to teach their children, to assert a national identity, and sometimes just to make money. In this course, we will study portrayals of four of the most famous leaders in American history - Abraham Lincoln, Eleanor Roosevelt, John F. Kennedy, and Martin Luther King, Jr. - each of whose image has served as an important site for cultural and social contestation. As we explore how portrayals of these leaders have changed over time, we will ask: Why do we remember our leaders the way we do? What do our images of our leaders tell us about American society and culture? Why have these images changed so dramatically over time? In what ways is the concept of "leadership" itself a historical construction? Our sources will include literature, film, public memorials, and journalism as well as biography and history.
Class Format: research seminar Requirements/Evaluation: several short essays, weekly writing assignments, and a longer research paper with presentation Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Mason Williams

LEAD 323 Leadership, Government, and the Governed in Ancient Greece (W) Crosslistings: CLAS 323/LEAD 323/HIST 323
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.
Class Format: lecture/discussion Requirements/Evaluation: 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) Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred; open to first-year students with instructors permission Enrollment Limit: 19 Expected Class Size: 12 Distribution Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
LEC Instructor: Kerry Christensen

LEAD 325(S) The Roosevelt Style of Leadership Crosslistings: LEAD 325/HIST 358
In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.
Class Format: seminar Requirements/Evaluation: evaluation based on participation in class discussions, oral reports, two research papers Prerequisites: LEAD 125 or permission of instructor Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: Leadership Studies concentrators and students with a background in American history and Political Science Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

Spring 2016
SEM Section: 01 T 01:00 04:00 Instructor: Susan Dunn

LEAD 338T Garveyism (W) Crosslistings: AFR 338/PSCI 338/LEAD 338
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; notions of leadership; 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 Rastafari; women in the Garvey movement; and Garveyite strategies for forging models of political solidarity in dark times.
Class Format: tutorial Requirements/Evaluation: attendance, five 5-page essays, five 2-page critiques, and one 1-page essay for the final class Prerequisites: none; open to all Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Africana Studies concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
TUT Instructor: Neil Roberts

LEAD 340 Great Astronomers and Their Original Publications (W) Crosslistings: ASTR 340/HSCI 340/LEAD 340
In the 2014-15 academic year of the study of the book, honoring the new library and the expansion of the Chapin Library of Rare Books, we study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle their first-edition books and other publications. Our study includes the original books published as follows: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632), Johannes Kepler (laws of planetary motion, 1609, 1619), Johannes Hevelius and Elisabeth Hevelius (atlases of stars and of the Moon, 1647 and 1687), Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th-century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the librarians, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest.
Class Format: seminar Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper Enrollment Limit: 15 Enrollment Preferences: if over enrolled, preference by written paragraph of explanation of why student wants to take the course Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI or LEAD
Distributional Requirements: Division 3 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Jay Pasachoff

LEAD 345T Biography as American History
Biography is easily the most widely read form of American history today; in fact, historical biography is among the most popular of all literary forms in contemporary America. Yet historians oftentimes treat the genre with suspicion; moreover, they have engaged in relatively little sustained reflection about how biographical approaches might illuminate major historical questions. For its part, leadership studies treats biography as a fundamental mode of analysis; yet the genre is problematic, for its conventions sometimes obscure the social/structural contexts within which leadership is practiced. In this course, we will view American history through the lens of biography, asking what this genre reveals about the past as well as what it conceals. We will also conduct critical inquiries into the relationship between historical analysis and biography and the practice of writing history through biography. What tensions exist between history and biography, and how have writers sought to negotiate these tensions? What have historians sought to use the biographical form to do, and how successful have they been in achieving their objectives? What do biographers' choices—-their narrative emphases as well as their choices of subject—-reveal about their conceptions of history? How has the writing of analytical biography changed over time? How have its practitioners sought to innovate, and toward what ends? Above all, we will seek to develop a deeper sense of the relationship between people and processes, between individual lives and history—-issues fundamental to a historical understanding of leadership.
Class Format: tutorial Requirements/Evaluation: weekly writing assignments, research proposal, research paper with presentation Prerequisites: previous course in American history Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Leadership Studies concentrators; History majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
TUT Instructor: Mason Williams

LEAD 356 The Rise of the North in Nineteenth Century America Crosslistings: HIST 356/AMST 356/LEAD 356
This course will study the diverse and vibrant economic, social, political, and cultural life of the northern states from the late-eighteenth century to the Civil War. Assignments will focus on specific civic, literary, business, and political leaders as a way to understand this era of rapid transformation. Topics covered will include industrialization, expansion, transcendentalism, regionalism, and political activism.
Class Format: seminar Requirements/Evaluation: class participation, two essays, regular short writing assignments, final Prerequisites: none Enrollment Limit: 40 Expected Class Size: 20 Enrollment Preferences: History majors and Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives

Not Offered Academic Year 2016

LEAD 360(F) The Political Thought of Frantz Fanon (W) Crosslistings: AFR 360/PSCI 370/PHIL 360/LEAD 360
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.
Class Format: seminar Requirements/Evaluation: evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper Prerequisites: none Enrollment Limit: 19 Expected Class Size: 10 Enrollment Preferences: Africana Studies concentrators

Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Fall 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Neil Roberts

LEAD 362T(F) The Wilsonian Tradition in American Foreign Policy (W) Crosslistings: PSCI 362/LEAD 362
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.
Class Format: tutorial **Requirements/Evaluation:** 4 papers of 7-8 pages and response papers **Prerequisites:** PSCI 120, 202, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators (Kaplan track) **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD American Foreign Policy Leadership PSCI International Relations Courses

Fall 2015
TUT Section: T1 MWF 08:30 09:45 Instructor: James McAllister

LEAD 364(S) Domestic Politics of National Security Crosslistings: PSCI 364/LEAD 364
This course examines the management of one of the largest, most complex organizations in the world: the US military. We will consider the relationships among civilian and military leaders and the citizens of the US, and the roles of the president, Congress, political partisans, interest groups, media, experts, and bureaucrats in shaping defense policy in the US. At the end of the course students should understand the range of domestic pressures that constrain and inform US strategic choices.
The US is the most powerful country in the world, thinks of itself as a global power, and all-too-frequently uses military force to influence world events. Experts and informed citizens all over the world have a great interest in understanding the politics and processes affecting US defense policies. Because no other military can directly challenge the American military, much of the politics that drives its use, size, and composition is domestic: the particular characteristics of American military organizations, institutions, and strategic goals and the underlying political and bureaucratic choices that influence them.
Class Format: seminar **Requirements/Evaluation:** papers, participation, exam **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Political Science majors and Leadership Studies concentrators **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: LEAD American Foreign Policy Leadership PSCI International Relations Courses

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Eugene Gholz

LEAD 365 U.S. Grand Strategy Crosslistings: PSCI 365/LEAD 365
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.
Class Format: seminar **Requirements/Evaluation:** 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:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Political Science majors and Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Not Offered Academic Year 2016
SEM Instructor: Douglas MacDonald

LEAD 389(F) The Vietnam Wars Crosslistings: HIST 389/ASST 389/LEAD 389
This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.
Class Format: seminar **Requirements/Evaluation:** class participation, several short papers, and a 10- to 12-page final paper **Prerequisites:** none; open to all **Enrollment Limit:** 25 **Expected Class Size:** 15-20 **Enrollment Preferences:** History and Asian Studies majors
Distributional Requirements: Division 2
Other Attributes: HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Jessica Chapman

LEAD 397(F) Independent Study: Leadership Studies
Leadership Studies independent study. Permission of the chair of Leadership Studies required.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Justin Crowe

LEAD 398(S) Independent Study: Leadership Studies
Leadership Studies independent study. Permission of the chair of Leadership Studies required.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Justin Crowe

LEAD 402(F) The Art of Presidential Leadership
In this seminar, we will focus on the leadership skills, strategies, successes and failures of some of the greatest American presidents—Washington, Jefferson, Theodore Roosevelt, FDR, Reagan—as well as some of the most controversial—Lyndon Johnson and 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 and assemble their leadership teams? How did they mobilize followers and connect with them? 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, and biographies. Students will make extensive use the Proquest data base of historical newspapers to study history as it was being made.
Class Format: seminar **Requirements/Evaluation:** three papers and several class presentations **Prerequisites:** LEAD 125 or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Leadership Studies concentrators and students with background in American history and Political Science **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2015
SEM Section: 01 T 01:10 03:50 Instructor: Susan Dunn

LEAD 403 Making it in Africa: Business in African History Crosslistings: HIST 403/AFR 404/LEAD 403
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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on participation in discussion, several short papers, and a final research paper **Prereguisites:** previous courses in HIST **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** History majors and Africana Studies concentrators
Distributional Requirements: Division 2
Other Attributes: HIST Group A Electives - Africa

Not Offered Academic Year 2016
SEM

LEAD 420 The Great Transformation: America and Europe in the 20th Century Crosslistings: PSCI 420/LEAD 420
At the beginning of the 20th century, Europe was at the center of world politics and the main player in the balance of power while America was a peripheral player in the international system. American involvement in European affairs was strictly limited. By the end of the 20th century, the states of Western Europe would become greatly integrated and the threat of war was virtually abolished. No longer an isolationist power, America would become intimately involved in every facet of European and world politics. This course examines this great and fundamental transformation of the international system. We will examine American involvement in both of the world wars, the defense of Europe during the Cold War, decolonization, and the uneven but steady development of European unity and integration in the second half of the 20th century.
Class Format: seminar **Requirements/Evaluation:** short response papers and a lengthy research paper **Prerequisites:** PSCI 120 or 202 **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Political Science/International Relations concentrators and concentrators in Leadership studies (Kaplan track) **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses PSCI Research Courses

Not Offered Academic Year 2016
SEM Instructor: James McAllister

LEAD 453 Researching Early America (W) Crosslistings: HIST 453/LEAD 453
This research seminar will survey the rich history of early America (1607-1850) by focusing on the most momentous events and consequential individuals from the era. The course will also explore some of the most pressing historiographical questions and some of the research methods historians of the era deploy. Students will then select a topic that interests them and produce a substantive research paper. The course will also serve as a capstone course for Leadership Studies concentrators.
Class Format: seminar Requirements/Evaluation: class participation and a final research paper Prerequisites: none Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: advanced History majors and Leadership Studies concentrators
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Patrick Spero

LEAD 458 Senior Seminar: The Vietnam War and the Vietnam Era, 1961-75
Crosslistings: PSCI 420/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.
Class Format: seminar Requirements/Evaluation: class participation and a 20- to 25-page research paper Prerequisites: none Enrollment Limit: 14 Expected Class Size: 14 Enrollment Preferences: senior Political Science majors and Leadership Studies concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Not Offered Academic Year 2016
SEM Instructor: David Kaiser

LEAD 464 The United States and the Vietnam War Crosslistings: HIST 464/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.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper Enrollment Limit: 15 Expected Class Size: 10-15 Enrollment Preferences: advanced History majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Not Offered Academic Year 2016
SEM Instructor: Jessica Chapman

LEAD 475 Modern Warfare and Military Leadership Crosslistings: HIST 475/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 lethalness. 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?
Class Format: seminar Requirements/Evaluation: 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 Prerequisites: advanced courses in HIST Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: senior, then junior, History majors Extra Info: 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 may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada LEAD Facets or Domains of Leadership SCST Related Courses

Not Offered Academic Year 2016
SEM Instructor: James Wood

MARITIME STUDIES

Chair, Professor RÓNADH COX

Advisory Committee: Professor: ART*, COX. Associate Professor: TING, GILBERT. Associate Dean: GERRY.

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-Present1

(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 program chair to see whether 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 127 The Expansion of Europe
HIST/AFR 248 The Caribbean: From Slavery to Independence
HIST/JAPN/ASST 321 History of U.S.-Japan Relations
HIST/ASST/INST 391 When India was the World: Trade, Travel and History in the Indian Ocean

Maritime Literature

CLAS 101/COMP 107 The Trojan War
ENGL 450/AFR 450 Melville, Mark Twain, and Ellison

Marine Policy

ECON/ENVI 213 Introduction to Environmental and Natural Resources Economics
ECON 215/INST 315 International Trade, Globalization and Its Effects
ECON/ENVI 386/ ECON 515 Environmental Policy and Natural Resource Management
ENVI 307/PSCI 317 Environmental Law
PSCI 223 International Law
PSCI 229 Global Political Economy

Marine Science

BIOL 414 Life at Extremes: Molecular Mechanisms
GEOS 212/BIOL 211 Paleobiology
GEOS/ENVI 215 Climate Changes
GEOS/ENVI/MAST 226 The Oceans and Climate
GEOS 302 Sedimentology
GEOS/ENVI/MAST 314 Sediment Records of Climate Change

HONORS PROGRAM IN MARITIME STUDIES

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and write-up of results. This could be either a one-semester project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student's Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

STUDY AWAY

You can find general study away guidelines for Maritime Studies here.

MAST 104(S) Oceanography Crosslistings: GEOS 104/ENVI 104/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 covers 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 human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.
Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip Requirements/Evaluation: evaluation will be based on

two hour exams, lab work, participation in the field trip, and a final exam **Prerequisites:** none **Enrollment Limit:** 48 **Expected Class Size:** 48 **Enrollment Preferences:** first-year and sophomore students **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-A Electives EXPE Experiential Education Courses

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Mea Cook
LAB Section: 02 M 01:00 03:00 Instructor: Mea Cook
LAB Section: 03 T 01:00 03:00 Instructor: Mea Cook

MAST 211(F,S) Oceanographic Processes **Crosslistings:** MAST 211/GEOS 210
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.
Class Format: lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project **Requirements/Evaluation:** two tests, a research project, and a presentation **Extra Info:** offered only at Mystic Seaport
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-C Electives EXPE Experiential Education Courses

Fall 2015
LEC Section: 01 TBA Instructor: Lisa Gilbert

Spring 2016
LEC Section: 01 TBA Instructor: Lisa Gilbert

MAST 226T The Oceans and Climate (W) **Crosslistings:** GEOS 226/ENVI 226/MAST 226
The oceans are a fundamental part of Earth's climate system. Ocean currents redistribute heat and water vapor around the globe, controlling temperature and precipitation patterns. Marine phytoplankton blooms and air-sea gas exchange modulate the atmospheric carbon dioxide concentration. The dynamic interaction of the atmosphere and the sea surface results in multi-year climate variations such as the El Niño-Southern Oscillation. This course will examine gradual and abrupt climate shifts from Earth's history and the ocean's role in driving, amplifying or dampening the changes, the ocean's response to anthropogenic greenhouse gas emissions, and the projected impacts of continued emissions and climate change on the ocean in the coming decades and millennia. We will analyze articles from the scientific literature that lay out the theory on the ocean's influence on climate, reconstruct past climate and ocean changes, test the mechanisms responsible for those changes, and with that knowledge, project the consequences of continued anthropogenic greenhouse gas emissions. Topics may include the climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify the intensity of ice ages, the instability of ocean circulation during ice-sheet retreat, the evolution of the El Niño-Southern Oscillation with changing carbon dioxide through the geologic past and the next century, ocean heat and carbon dioxide uptake during the last century and into the future, and the impact on sea level, seafloor methane reservoirs, ocean acidification, oxygenation and marine ecosystems.
Class Format: tutorial **Requirements/Evaluation:** each student will write five 5-page position papers; evaluation based on the critical analysis of reading from the scientific literature through writing and discussion **Prerequisites:** GEOS 104, GEOS 210 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and juniors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-B Electives ENVS Group EG-C Electives MAST Interdepartmental Electives

Not Offered Academic Year 2016
TUT Instructor: Mea Cook

MAST 231(F,S) Literature of the Sea (W) **Crosslistings:** MAST 231/ENGL 231
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.
Class Format: small group tutorials with weekly lectures, including coastal and near-shore field trips, and 10 days at sea **Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final paper **Extra Info:** offered only at Mystic Seaport
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives

Fall 2015
LEC Section: 01 TBA Instructor: Richard King

Spring 2016
LEC Section: 01 TBA Instructor: Richard King

MAST 311(F,S) Marine Ecology **Crosslistings:** MAST 311/BIOL 231
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.
Class Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project **Requirements/Evaluation:** two tests, a research project, and a presentation **Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor **Extra Info:** offered only at Mystic Seaport
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-A Electives EXPE Experiential Education Courses

Fall 2015
LEC Section: 01 TBA Instructor: James Carlton

Spring 2016
LEC Section: 01 TBA Instructor: James Carlton

MAST 314(S) Sediment Records of Climate Change **Crosslistings:** GEOS 314/MAST 314/ENVI 314
Sediments and sedimentary rocks may appear unassuming but they are an extraordinarily rich archive of Earth's geologic history, including Earth's past climate. In the first half of this class, we will survey techniques of stratigraphic analysis and dating of sediments, including paleomagnetism, seismic stratigraphy, biozones, and radioisotope methods. In the second half, we will survey the wide variety of methods for reconstructing past climate from sediments including the composition and texture of the sediment, the assemblage of fossils, and the elemental and isotope chemistry of sediment components. These are used to reconstruct many climatic parameters from the past, including the temperature and salinity of seawater, atmospheric carbon dioxide concentration, ocean circulation, sea ice distribution, global terrestrial ice volume, terrestrial biomes, and in some cases, seasonal to interannual climate variability. In labs and independent projects, students will apply these tools to a collection of sediment samples spanning eight million years from the warm Miocene to the present collected from the Monterey Bay region by GEOS 25 during WSP. Students who register for this class are strongly encouraged to take GEOS 25, and are given enrollment preference in that course.
Class Format: lecture/lab **Requirements/Evaluation:** evaluation based on weekly papers, discussions, and a research project **Prerequisites:** GEOS 104 or GEOS 210 or GEOS 215 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Geosciences and Environmental Geosciences majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-C Electives MAST Interdepartmental Electives

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Mea Cook
LAB Section: 02 W 01:00 04:00 Instructor: Mea Cook

MAST 351(F,S) Marine Policy **Crosslistings:** MAST 351/ENVI 351/PSCI 319
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.
Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore **Requirements/Evaluation:** an independent research paper, a presentation, and a final exam **Dept. Notes:** satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration **Extra Info:** offered only at Mystic Seaport
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy ENVP PTL Theory/Method Courses ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives EXPE Experiential Education Courses POEC International Political Economy Courses

Fall 2015
LEC Section: 01 TBA Instructor: Catherine Hall

Spring 2016
LEC Section: 01 TBA Instructor: Catherine Hall

MAST 352(F,S) America and the Sea, 1600-Present (W) **Crosslistings:** MAST 352/HIST 352
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.
Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research paper **Requirements/Evaluation:** 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 **Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor **Extra Info:** offered only at Mystic Seaport
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2015
LEC Section: 01 TBA Instructor: Glenn Gordinier

Spring 2016
LEC Section: 01 TBA Instructor: Glenn Gordinier

MAST 397(F) Independent Study: Maritime Studies
Maritime Studies independent study.
Class Format: independent study
Distributional Requirements: Non-divisional

Fall 2015
IND Section: 01 TBA Instructor: Ronadh Cox

MAST 398(S) Independent Study: Maritime Studies
Maritime Studies independent study.
Class Format: independent study

Distributional Requirements: Non-divisional

Spring 2016
IND Section: 01 TBA Instructor: Ronadh Cox

MAST 402(S) Senior Seminar: Perspectives on Environmental Studies Crosslistings: ENVI 402/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 climate change. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.
Class Format: seminar Requirements/Evaluation: evaluation is based on active participation, discussion leading, several smaller assignments and capstone project Prerequisites: ENVI 302 or MAST 351 Maritime Policy or permission of instructor Enrollment Limit: 20 Expected Class Size: 19 Enrollment Preferences: limited to senior Environmental Policy and Environmental Science majors and Environmental Studies and Maritime Studies concentrators Dept. Notes: required course for students wishing to complete the Environmental Policy & Environmental Science majors and the Environmental Studies or the Maritime Studies concentrations Distribution Notes: no division 1, 2 or 3 credit Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Non-divisional
Other Attributes: ENVI Core Courses ENVP Core Courses ENVS Core Courses SCST Elective Courses

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Pia Kohler

MAST 493(F) Senior Thesis: Maritime Studies
Maritime Studies senior thesis.
Class Format: independent study Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Non-divisional

Fall 2015
HON Section: 01 TBA Instructor: Ronadh Cox

MAST 494(S) Senior Thesis: Maritime Studies
Maritime Studies senior thesis.
Class Format: independent study Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Non-divisional

Spring 2016
HON Section: 01 TBA Instructor: Ronadh Cox

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 155 Principles of Modern Chemistry
CHEM 156 Organic Chemistry: Introductory Level
CHEM 251 Organic Chemistry: Intermediate Level
CHEM 255 Organic Chemistry: Intermediate Level--Special Laboratory Section
CHEM 256 Foundations of Modern Chemical Science
CHEM 335 Inorganic/Organometallic Chemistry
CHEM 348 Polymer Chemistry
CHEM 361 Physical Chemistry: Structure and Dynamics
CHEM 364/ENVI 364 Instrumental Methods of Analysis
CHEM 366 Physical Chemistry: Thermodynamics
GEOS 260 Mineralogy and Geochemistry
MATH 209 Differential Equations
PHYS 201 Electricity and Magnetism
PHYS 202 Vibrations, Waves and Optics
PHYS 210/MATH 210 Mathematical Methods for Scientists
PHYS 301 Quantum Physics
PHYS 302 Stat Mechanics & Thermodynamics
PHYS 405 Electromagnetic Theory
PHYS 411 Classical Mechanics

MATHEMATICS AND STATISTICS (Div. III)

Chair, Professor FRANK MORGAN

Professors: ADAMS, DEVADOSS*, R. DE VEAUX, GARRITY, S. JOHNSON*, LOEPP*, MORGAN, PACELLI, SILVA. Associate Professors: KLINGENBERG, MILLER**, STOICIU. Assistant Professors: BLACKWOOD, GOLDMAKHER, HEGGESETH, PALSSON. Visiting Assistant Professors: CHILDS, SARRIA. Visiting Instructor: PEDERSEN.

MAJOR IN MATHEMATICS

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 140 Calculus II
Mathematics 150 or 151 Multivariable Calculus

Applied/Discrete Mathematics/Statistics (one course)

Mathematics 209 Differential Equations or
Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210) or
Mathematics 200 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 250 Linear Algebra
Mathematics 350 Real Analysis or Mathematics 351 Applied Real Analysis
Mathematics 355 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 and independent studies).
Participation in the Department Colloquium, in which all senior majors present and attend talks on mathematical or statistical topics of their choice. Majors have to attend at least 20 colloquia in their senior year and present one themselves.

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. 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 140
AB 4 or 5 Math 150
BC 3, 4 or 5 Math 151

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 130 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. You can find general study away guidelines for Mathematics here.

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 350 , 351, 355, 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 350 and 355. 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 350 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 200, 209/210, 351 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 333 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
351 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.

STATISTICS COURSE LISTINGS FOLLOW THE MATHEMATICS COURSE LISTINGS.
There are three types of 300-level courses. There are the core courses: Real Analysis, Math 350/351, and Abstract Algebra Math 355. There are the "precore" courses, which do not have the core courses as prerequisites and have numbers 300-349. Finally, there are those courses that have an Abstract Algebra or Real Analysis prerequisite, which are numbered 360-399.
MAJOR IN STATISTICS
The major in Statistics is designed to meet three goals: to introduce some of the central ideas of information and data science, to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning, and to develop interdisciplinary skills by applying statistics to an application area of interest.

REQUIREMENTS (*ten courses plus colloquium)*
The major in Statistics consists of ten courses plus a colloquium requirement. The major includes courses in mathematics, computer science and statistics.

Mathematics (2 courses)
MATH 150 or 151 Multivariable Calculus or equivalent high school course
MATH 250 Linear Algebra
Except in unusual circumstances, students planning to major in statistics should complete the calculus sequence (MATH 130, 140, 150/151) before the spring of the sophomore year, at the latest. MATH 150 is a prerequisite for STAT 201 and MATH 250 is a prerequisite for STAT 346.

Computer Science (1 course)
CSCI 134 Intro to Computer Science or CSCI 136 Data Structures and Advanced Programming or some other course in the Computer Science Department with prior approval of the Math/Stat department.

Core Courses (3 Courses)
STAT 201 Statistics and Data Analysis
STAT 346 Regression and Forecasting
STAT 360 Inferential Statistics or STAT 341 Probability Theory

Application Area (1 Course)
To ensure some familiarity with a field where statistical ideas are useful, a student must take a 200 or higher level course in Anthropology, Astronomy, Bioinfomatics, Biology, Chemistry, Cognitive Science, Computer Science, Economics, Environmental Studies/Policies/Science, Geosciences, Justice & Law, Physics, Political Science, Public Health, Psychology, or Sociology. A student may propose to fulfill this requirement with a course from a department not on this list by explaining their interest in the course and the relevance of the subject to statistical reasoning.
A student counting the application course towards another major or concentration may substitute a 200 or higher level course in the Math/Stat Department to complete the 10-course major.

Continuation (2 Courses)
Any two courses among the 300 or 400 level courses in the department with a STAT prefix.

Capstone Course (1 Course)
The capstone course is a 400-level STAT course taken in the senior year. Although the specific methodological emphasis of the course may vary from year to year, an in-depth project with both a written report and an oral presentation is typically part of the capstone course.

Colloquium Requirement
Participation in the Department Colloquium series, in which all senior majors present and attend talks on mathematical or statistical topics of their choice. Majors have to attend at least 20 colloquia in their senior year and present one themselves.

PLACEMENT
Students with an AP STAT score of 5 should consult the Department about proper placement in the introductory courses.

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 may be substituted for the application and continuation requirements, but at least eight courses must be taken from the Department of Mathematics and Statistics at Williams. These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements. You can find general study away guidelines for Statistics here.

Double Counting: No course may count towards two different majors.

Early Senior Capstone Course: In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Capstone Course requirement in the junior year, provided that the student has completed at least three 300-level statistics courses before enrolling in the capstone course.

Planning Courses: Core courses are normally offered every year. Other 300 and 400 level statistics courses are offered on an irregular basis. 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 STATISTICS

The degree with honors in Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. One of STAT 493 or STAT 494 can count as a continuation course, but not both. Neither counts as the 400-level senior capstone course.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

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. In all cases, the award of honors and highest honors is the decision of the Department.

MATHEMATICS COURSES

MATH 102(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.
Class Format: lecture Requirements/Evaluation: 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 Class Size: 10 Enrollment Preferences: access to the course is limited to placement by a quantitative skills counselor
Distributional Requirements: Division 3

Fall 2015
LEC Section: 01 TBA Instructor: Mihai Stoiciu

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.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on projects, homework assignments, and exams Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor Enrollment Limit: 25 Expected Class Size: 25
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Allison Pacelli

MATH 115 Mathematical Politics: Voting, Power, and Conflict (Q) Crosslistings: MATH 115/INTR 160
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based primarily on projects, homework assignments, and exams Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor Enrollment Limit: 30 Expected Class Size: 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016

MATH 120 The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (Q)
What is mathematics? How can it enrich and improve your life? What do mathematicians think about and how do they go about tackling challenging questions? Most people envision mathematicians as people who solve equations or perform arithmetic. In fact, mathematics is an artistic endeavor which requires both imagination and creativity. In this course, we will experience what this is all about by discovering various beautiful branches of mathematics while learning life lessons that will have a positive impact on our lives. There are two meta-goals for this course: (1) a better perspective into mathematics, and (2) sharper analytical reasoning to solve problems (both mathematical and nonmathematical).
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based primarily on projects, homework assignments, and exams Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor Enrollment Limit: 30 Expected Class Size: 30 Dept. Notes: not open to students who have taken mathematics courses other than MATH 102,130, 170, STAT 101 without permission of the instructor
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016

MATH 130(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.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on exams, homework and quizzes Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before Enrollment Limit: 50 Expected Class Size: 30 Dept. Notes: students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Eyvindur Palsson
LEC Section: 02 MWF 10:00 10:50 Instructor: Eyvindur Palsson

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Lauren Childs

MATH 140(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.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on homework, quizzes, and/or exams Prerequisites: MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor Enrollment Limit: none Expected Class Size: 30 Dept. Notes: students who have higher advanced placement must enroll in MATH 150 or above
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Lori Pedersen
LEC Section: 02 MWF 10:00 10:50 Instructor: Lori Pedersen

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Cesar Silva

MATH 150(F,S) Multivariable Calculus (Q)
Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on homework, quizzes, and/or exams Prerequisites: MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination Enrollment Limit: 50 Expected Class Size: 50 Dept. Notes: 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 MATH 150
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Alejandro Sarria
LEC Section: 02 MWF 10:00 10:50 Instructor: Alejandro Sarria
LEC Section: 03 MWF 11:00 11:50 Instructor: Alejandro Sarria

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Mihai Stoiciu
LEC Section: 02 MWF 11:00 11:50 Instructor: Mihai Stoiciu

MATH 151(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 MATH 150 is that MATH 150 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, 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 MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, quizzes, and/or exams **Prerequisites:** AP BC 3 or higher or integral calculus with infinite series **Enrollment Limit:** 50 **Expected Class Size:** 50 **Dept. Notes:** MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Colin Adams
LEC Section: 02 MWF 10:00 10:50 Instructor: Colin Adams
LEC Section: 03 MWF 11:00 11:50 Instructor: Colin Adams

MATH 200(F,S) Discrete Mathematics (Q)
As a complement to calculus, which is the study of continuous processes, this course focuses on the discrete, including finite sets and structures, their properties and applications. Topics will include basic set theory, induction, infinity, graph theory, probability, logic, counting, recursion, functions, and number theory. The course serves as an introduction not only to these and other topics but also to the methods and styles of mathematical proof and problem solving. In the spring semester, students will attend class plus one conference section each week.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based primarily on homework, presentations, and exams **Prerequisites:** MATH 140 or MATH 130 with CSCI 134 or one year of high school calculus with permission of instructor **Enrollment Limit:** 45 **Expected Class Size:** 20
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Frank Morgan

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Frank Morgan

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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on problem sets, hour tests, and a final exam **Prerequisites:** MATH 150; students may not normally get credit for both MATH 209 and MATH/PHYS 210 **Enrollment Limit:** 50 **Expected Class Size:** 25
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Julie Blackwood

MATH 210(S) Mathematical Methods for Scientists (Q) **Crosslistings:** PHYS 210/MATH 210
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.
Class Format: lecture, three hours per week **Requirements/Evaluation:** evaluation will be based on weekly problem sets and several in-class exams, all of which have a substantial quantitative component **Prerequisites:** MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131 **Enrollment Limit:** 50 **Expected Class Size:** 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Daniel Aalberts

MATH 250(F,S) Linear Algebra (Q)
Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework and exams **Prerequisites:** MATH 150/151 or MATH 200 **Enrollment Limit:** none **Expected Class Size:** 35
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: COGS Related Courses

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Julie Blackwood
LEC Section: 02 MWF 10:00 10:50 Instructor: Julie Blackwood

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Leo Goldmakher
LEC Section: 02 MWF 11:00 11:50 Instructor: Leo Goldmakher

MATH 285T Mathematics Education (Q)
This course will be a study of mathematics education, from the practical aspects of teaching to numerous ideas in current research. This is an exciting time in mathematics education. The new common core state standards have sparked a level of interest and debate not often seen in the field. In this course, we will look at a wide range of issues in math education, from content knowledge to the role of creativity in a math class to philosophies of teaching.
In addition to weekly tutorial meetings that focus on some of the key questions in math education, we will also meet weekly as a group to discuss the mechanics of teaching. Each student will also be responsible for teaching bi-weekly extra sessions for MATH 200 at which they will make presentations, field questions, and offer guidance on homework questions. Students will also attend the MATH 200 lecture, and do some grading for the course.
Anyone interested in this course should contact Prof Pacelli early in the fall semester if possible.
Class Format: tutorial/teaching **Requirements/Evaluation:** evaluation will be based primarily on written work, oral presentations, teaching performance, and a final project **Prerequisites:** MATH 250 and MATH 200 or permission of instructor **Enrollment Limit:** 6 **Expected Class Size:** 6 **Enrollment Preferences:** those with an interest in teaching, and if over-enrolled, admission will be based on answers to a questionnaire **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: TEAC Related Courses

Not Offered Academic Year 2016
TUT Instructor: Allison Pacelli

MATH 300 Measuring Truth **Crosslistings:** MATH 300/HSCI 300/REL 301/SOC 300
We will examine specific case studies of measuring truth—the emergence of science and technology in American colleges and universities; the prevalence of scientific methods in social science and humanities; the ways alternative methodologies in the humanities critique and historicize scientific approaches to reaching truth; and the possible tension between scientific modes of thinking and the aims of the liberal arts.
Class Format: seminar **Requirements/Evaluation:** five 2-page papers and a final 15-page paper **Prerequisites:** any 200-level course **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** at the discretion of the instructors **Distribution Notes:** meets Division 3 requirement if registration under MATH; meets division 2 if registration under AFR, HSCI, REL or SOC **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3

Not Offered Academic Year 2016

MATH 307(S) Mathematical Modeling: Dynamics of Infectious Disease (Q)
Mathematical models are an essential tool in the study of infectious diseases and have aided in the development, implementation, and evaluation of public health interventions. This course will introduce key concepts and methods of mathematical modeling of infectious diseases and discuss the role of these models in elucidating the spread of infectious pathogens in dynamic populations. In addition to developing a basis in the theory of mathematical modeling, this course will include exploration of existing models through computer simulation. Students will learn to construct, analyze, and simulate models and interpret results within the biological context. The course will consist of a combination of lecture, discussion and computer lab sessions in R. Familiarity with computer programming is helpful but not necessary.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on exams, homework assignments, computer labs, class participation and projects **Prerequisites:** MATH 150, MATH 250 **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Public Health concentrators, Mathematics majors, Biology majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: PHLH Methods in Public Health

Spring 2016
LEC Section: 01 MWF 11:00 11:50 Instructor: Lauren Childs

MATH 313(F) Introduction to Number Theory (Q) (W)
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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on performance on homework, projects, and examinations; at least 20 pages of writing, including weekly proof writing with revisions on homework, plus two 5-page explorations projects
Prerequisites: MATH 250 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19
Distributional Requirements: Division 3 Quantitative/Formal Reasoning Writing Intensive

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Allison Pacelli

MATH 316 Protecting Information: Applications of Abstract Algebra and Quantum Physics (Q) **Crosslistings:** MATH 316/PHYS 316
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 the RSA scheme in short order, and how quantum cryptographic devices will achieve security through the inherent unpredictability of quantum events.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on homework sets and exams **Prerequisites:** PHYS/MATH 210 or MATH 209 or MATH 250 (possibly concurrent) or permission of instructors; **Enrollment Limit:** 50 **Expected Class Size:** 35 **Enrollment Preferences:** discretion of the instructors **Dept. Notes:** students not satisfying the course prerequisites but who have completed MATH 200 or MATH 209 are particularly encouraged to ask to be admitted
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Susan Loepp

MATH 317 Introduction to Operations Research (Q) Crosslistings: MATH 317/STAT 317
In the first N math classes of your career, you can be misled as to what the world is truly like. How? You're 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 are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved; students will be implementing many of these algorithms on computer systems of their choice. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial implementation computation (respectively, statistics) component approved by the instructor.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on homework, classwork, projects, presentations and exams Prerequisites: MATH 250)and one other 200-level or higher CSCI, MATH or STAT course, or permission of instructor Enrollment Limit: 40 Expected Class Size: 25 Enrollment Preferences: Computer Science, Mathematics and Statistics majors Dept. Notes:
http://web.williams.edu/Mathematics/sjmiller/public_html/317/ Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Steven Miller

MATH 318T Numerical Problem Solving (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.
Class Format: tutorial Requirements/Evaluation: evaluation will be based on homework, classwork, and exams Prerequisites: MATH 150/151 and MATH 250 or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
TUT Instructor: Mihai Stoiciu

MATH 319 Integrative Bioinformatics, Genomics, and Proteomics Lab (Q) Crosslistings: BIOL 319/MATH 319/CHEM 319/PHYS 319/CSCI 319
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, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families 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 the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects 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 and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.
Class Format: two afternoons of lab, with one hour of lecture, per week
Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal Prerequisites: BIOL 202; or; students who have not taken BIOL 202 but have taken BIOL 101/AP Biology and CSCI 315 or PHYS 315, may enroll with permission of instructor; No prior computer programming experience is required Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: seniors, then juniors, then sophomores Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Core Courses BIMO Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Lois Banta

MATH 321 Knot Theory (Q)
Take a piece of string, tie a knot in it, and glue the ends together. The result is a knotted circle, known as a knot. For the last 100 years, mathematicians have studied knots, asking such questions as, "Given a nasty tangled knot, how do you tell if it can be untangled without cutting it open?" Some of the most interesting advances in knot theory have occurred in the last ten years.This course is an introduction to the theory of knots. Among other topics, we will cover methods of knot tabulation, surfaces applied to knots, polynomials associated to knots, and relationships between knot theory and chemistry and physics. In addition to learning the theory, we will look at open problems in the field.
Class Format: lecture Requirements/Evaluation: evaluation will be based on problem sets, midterms, a paper and a final exam Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 30 Expected Class Size: 25
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Colin Adams

MATH 322 Introduction to Complex Analysis (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^{iπ}= -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.
Class Format: tutorial Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams Prerequisites: MATH 150 Enrollment Limit: 10
Expected Class Size: 10 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016

MATH 323(S) Applied Topology (Q)
In topology, one studies properties of an object that are preserved under rubber-like deformations, where one is allowed to twist and pull, but one cannot tear or glue. Hence a sphere is considered the same as a cube, but distinct from the surface of a doughnut. In recent years, topology has found applications in chemistry (knotted DNA molecules), economics (stability theory), Geographic Information Systems, cosmology (the shape of the Universe), medicine (heart failure), robotics and electric circuit design, just to name some of the fields that have been impacted. In this course, we will learn the basics of topology, including point-set topology, geometric topology and algebraic topology, but all with the purpose of applying the theory to a broad array of fields.
Class Format: lecture Requirements/Evaluation: evaluation will be based on problem sets and exams Prerequisites: MATH 250 or permission of instructor Enrollment Limit: 40 Expected Class Size: 25 Enrollment Preferences: none
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Colin Adams

MATH 325 Set Theory (Q)
Set theory is the traditional foundational language for all of mathematics. We will be discussing the Zermelo-Fraenkel axioms, including the Axiom of Choice and the Continuum Hypothesis, basic independence results and, if time permits, Goedel'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.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on performance on homework and exams Prerequisites: MATH 150 or MATH 151, and MATH 250 Enrollment Limit: none Expected Class Size: 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Thomas Garrity

MATH 326(S) Differential Geometry (Q)
Differential Geometry is the study of curvature. In turn, curvature is the heart of geometry. The goal of this course is to start the study of curvature, concentrating on the curvature of curves and of surfaces, leading the deep Gauss-Bonnet Theorem that links curvature with topology.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on problem sets, midterms and a final exam Prerequisites: MATH 250 Enrollment Limit: none
Expected Class Size: 25
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Thomas Garrity

MATH 327 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.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on problem sets and exams Prerequisites: MATH 200 or MATH 250 or CSCI 256 Enrollment Limit: none Expected Class Size: 20 Enrollment Preferences: preference given to upperclassmen Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC

MATH 331 The little Questions (Q)
Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and "think deeply of simple things". The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and "a-ha" moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 30 Expected Class Size: 25 Enrollment Preferences: members or alternates of the Putnam team, Mathematics, Physics or Computer Science majors Dept. Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/331/
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Steven Miller

MATH 333 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 Schloles 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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on homework, classwork, and exams Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 25 Expected Class Size: 25
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016

MATH 334 Graph Theory (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.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on problem sets and exams Prerequisites: MATH 250 Enrollment Limit: 35 Expected Class Size: 20 Enrollment Preferences: Math majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016

MATH 335 Game Theory (Q)
Game theory is the study of interacting decision makers involved in a conflict of interest. We investigate outcomes, dynamics, and strategies as players rationally pursue objective goals and interact according to specific rules. Game theory has been used to illuminate political, ethical, economical, social, psychological, and evolutionary phenomenon. We will examine concepts of equilibrium, stable strategies, imperfect information, repetition, cooperation, utility, and decision.
Class Format: lecture Requirements/Evaluation: evaluation will be based on problem sets and exams Prerequisites: two MATH/STAT courses at the 200 or higher level, or permission of instructor Enrollment Limit: none Expected Class Size: 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Stewart Johnson

MATH 337 Phylogenetics (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.
Class Format: tutorial Requirements/Evaluation: evaluation will be based on exams, participation, and projects Prerequisites: BIOL 202 or CSCI 256 or MATH 250 or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: at the discretion of the instructor Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses

Not Offered Academic Year 2016

MATH 341(F) Probability (Q) Crosslistings: MATH 341/STAT 341
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, potentially including some from coding theory, number theory and nuclear physics.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams Prerequisites: MATH 250 or MATH 200 or permission of instructor Enrollment Limit: 40 Expected Class Size: 20 Dept. Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/341/
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Steven Miller

MATH 347T Origami (Q)
Origami is the art and study of folding and unfolding. Although ancient in origin, there has been a tremendous resurgence of interest recently, resulting in stunning sculptures and marvelously intricate pop-up books. The applications of origami have grown as well, from NASA's James Webb space telescope to cutting-edge protein folding models. This is a beautiful subject with a tremendous amount of active research, relating powerful ideas from studio art, computer science, and mathematics.
This tutorial is designed to introduce the foundations of origami design from a mathematical viewpoint: 1D linkages, 2D crease patterns and cut-theorems, 3D unfolding polyhedra. No experience in paper folding is necessary.
Class Format: tutorial Requirements/Evaluation: primarily based on participation, presentations, and projects Prerequisites: MATH 200 or MATH 250 or CSCI 256 or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: at the discretion of the instructor Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
TUT Instructor: Satyan Devadoss

MATH 350(F,S) 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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on homework, classwork, and exams Prerequisites: MATH 150 or MATH 151 and MATH 250, or permission of instructor Enrollment Limit: 35 Expected Class Size: 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Cesar Silva

Spring 2016
LEC Section: 01 MWF 11:00 11:50 Instructor: Cesar Silva

MATH 351(S) Applied Real Analysis (Q)
Real Analysis is the underlying theory of calculus and is hence the study of limits. This course will study limits in the context of Fourier Analysis, which is one of the major tools of modern mathematics. (Applications of Fourier Analysis range from the abstract study of the distribution of prime numbers to the quite practical construction of mpeg files in an iPod.) By the end of the semester we will be using the theoretical machinery of limits as applied to Fourier series to understand some of the basic differential equations of science, such as the wave equation and, possibly, the heat equation.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on exams, homework and quizzes Prerequisites: MATH 150 and MATH 250, or permission of instructor Enrollment Limit: 50 Expected Class Size: 20
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Eyvindur Palsson

MATH 355(F,S) Abstract Algebra (Q)
Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra 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 abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on problem sets and exams Prerequisites: MATH 250 or permission of instructor Enrollment Limit: 45 Expected Class Size: 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Thomas Garrity
LEC Section: 02 MWF 10:00 10:50 Instructor: Thomas Garrity

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Allison Pacelli

MATH 361(F) Theory of Computation (Q) Crosslistings: CSCI 361/MATH 361
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.
Class Format: lecture Requirements/Evaluation: evaluation will be based on problem sets, a midterm examination, and a final examination Prerequisites: CSCI 256 or both a 300-level MATH course and permission of instructor Enrollment Limit: 40 Expected Class Size: 40 Enrollment Preferences: current or expected Computer Science majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: COGS Interdepartmental Electives

Fall 2015
LEC Section: 01 MWF 12:00 12:50 Instructor: Brent Heeringa

MATH 367(S) Homological Algebra (Q)
Though a relatively young subfield of mathematics, Homological Algebra has earned its place by supplying powerful tools to solve questions in the much older fields of Commutative Algebra, Algebraic Geometry and Representation Theory. This class will introduce theorems and tools of Homological Algebra, grounding its results in applications to polynomial rings and their quotients. We will focus on some early groundbreaking results and learn some of Homological Algebra's most-used constructions. Possible topics include tensor products, chain complexes, homology, Ext, Tor and Hilbert's Syzygy Theorem.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on homework and exams Prerequisites: Math 355 Enrollment Limit: 20 Expected Class Size: 12 Enrollment Preferences: junior and senior math majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Haydee Lindo

MATH 369 Analysis and Number Theory (Q) Crosslistings: MATH 369/MATH 406
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. Topics will range from Goldbach's Problem and the Circle Method to the Riemann Zeta Function and Random Matrix Theory.
Other topics will be chosen by student interest, coming from sum and difference sets, Poissonian behavior, Benford's law, the dynamics of the 3x+1 map as well as suggestions from the class. We will 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. For more information, see http://www.math.brown. edu/~sjmiller/williams/406.
Class Format: tutorial Requirements/Evaluation: evaluation will be based on scholarship, discussions, homework, examinations, papers and presentations Prerequisites: for those taking 369T: at least one of MATH 350, 351, 355, 315 or 317; for those taking 406T: one of MATH 350 or 351 and MATH 355 Enrollment Limit: 10 Expected Class Size: 10 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016

MATH 372(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. We will discuss these and other topics as time permits (such as the Riemann Mapping Theorem, Special Functions, and the Central Limit Theorem).
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, and exams **Prerequisites:** MATH 350 or MATH 351 **Enrollment Limit:** 40 **Expected Class Size:** 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Steven Miller

MATH 374T 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 recent work on the Poincaré Conjecture, one of the million-dollar millennium-prize problems. The first part of the course on point-set topology establishes a framework based on "open sets" for studying continuity and compactness in very general spaces. The second part on homotopy theory develops refined methods for determining when objects are the same. We will prove for example that you cannot twist a basketball into a doughnut.
Class Format: tutorial **Requirements/Evaluation:** homework, tutorials, and exams **Prerequisites:** MATH 350 or 351; not open to students who have taken MATH 323 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
TUT Instructor: Frank Morgan

MATH 378T Algebraic Geometry (Q)
Algebraic Geometry has been at the heart of mathematics for at least two hundred years. While starting with a humble study of circles, it has influenced a tremendous amount of modern mathematics, ranging from number theory to robotics. Algebraic Geometry uses tools from almost all areas of mathematics; key for this course will be abstract algebra and multivariable calculus. We will study conics, cubics (books are written about the geometry of cubics; the depth of ideas involved with these curves is amazing) and higher degree curves. In particular, we will study Bezout's Theorem and Riemann-Roch for curves. Simultaneously with learning about curves, we will also cover the more abstract ideas behind affine and projective varieties. Emphasis will be placed on both "big picture" concepts and the underlying technical details.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on homework, possibly exams, and presentations during tutorial meetings **Prerequisites:** MATH 312 or 355 or 315 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** instructor decision may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
TUT Instructor: Thomas Garrity

MATH 382(S) Harmonic Analysis (Q)
Harmonic Analysis is a diverse field which includes Fourier Analysis, one of the major tools of modern mathematics. Applications range from mathematical topics such as partial differential equations and number theory to more applied ones such as signal processing and medical imaging. The course will begin with an introduction to the Fourier Transform and will cover a wide variety of topics including singular integral operators, maximal operators and wavelets as the semester progresses. Along the way applications from partial differential equations and ergodic theory will arise with a highlight being the almost everywhere convergence of Fourier series.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on exams, homework, quizzes and a project **Prerequisites:** MATH 350 or MATH 351 or permission of the instructor **Enrollment Limit:** 30 **Expected Class Size:** 15 **Enrollment Preferences:** lottery
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Eyvindur Palsson

MATH 389 Advanced Analysis (Q)
This course further develops and explores topics and concepts from real analysis, with special emphasis on introducing students to subject matter and techniques that are useful for graduate study in mathematics or an allied field. Material will be drawn, based on student interest, from many areas, including analytic number theory, Fourier series and harmonic analysis, generating functions, differential equations and special functions, integral operators, equidistribution theory and probability, random matrix theory and probabilistic methods. This will be an intense, fast paced class which will give a flavor for graduate school. In addition to standard homework problems, students will also write reviews for MathSciNet, referee papers for journals, write programs in SAGE or Mathematica to investigate and conjecture, and read classic and current research papers.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, and exams **Prerequisites:** MATH 350 or 351 and one additional 300-level MATH course, or permission of instructor **Enrollment Limit:** 30 **Expected Class Size:** 15 **Enrollment Preferences:** students interested in graduate school in mathematics or an allied discipline **Dept. Notes:** http://web.williams.edu/Mathematics/sjmiller/public_html/389/
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Steven Miller

MATH 394(F) Galois Theory (Q)
Some equations — such as x^5 - 1 = 0 — are easy to solve. Others — such as x^5 - x - 1 = 0 — are very hard, if not impossible (using standard mathematical operations). Galois discovered a deep connection between field theory and group theory that led to a criterion for checking whether or not a given polynomial can be easily solved. His discovery also led to many other breakthroughs, for example proving the impossibility of squaring the circle or trisecting a typical angle using compass and straightedge. From these not-so-humble beginnings, Galois theory has become a fundamental tool in modern mathematics, from topology to number theory. In this course we will develop the theory and explore its applications to other areas of math.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on written homeworks, oral presentations, and exams **Prerequisites:** MATH 317 or MATH 355 **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** discretion of the instructor **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Leo Goldmakher

MATH 397(F) Independent Study: Mathematics
Directed 300-level independent study in Mathematics.
Class Format: independent study **Prerequisites:** permission of department
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: Frank Morgan

MATH 398(S) Independent Study: Mathematics
Directed 300-levelindependent study in Mathematics.
Class Format: independent study **Prerequisites:** permission of department
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: Frank Morgan

MATH 401(F) Functional Analysis (Q)
Functional analysis can be viewed as linear algebra on infinite-dimensional spaces. It is a central topic in Mathematics, which brings together and extends ideas from analysis, algebra, and geometry. Functional analysis also provides the rigorous mathematical background for several areas of theoretical physics (especially quantum mechanics). We will introduce infinite-dimensional spaces (Banach and Hilbert spaces) and study their properties. These spaces are often spaces of functions (for example, the space of square-integrable functions). We will consider linear operators on Hilbert spaces and investigate their spectral properties. A special attention will be dedicated to various operators arising from mathematical physics, especially the Schrodinger operator.
Class Format: lecture **Requirements/Evaluation:** weekly problem sets, two midterm exams, final exam **Prerequisites:** MATH 350 or 351 or permission of instructor **Enrollment Limit:** 40 **Expected Class Size:** 30 **Enrollment Preferences:** Mathematics and Physics majors; seniors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Mihai Stoiciu

MATH 402 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based primarily on performance on homework assignments and exams **Prerequisites:** MATH 350 or MATH 351 or permission of instructor
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Cesar Silva

MATH 403(F) Measure and Ergodic Theory (Q)
An introduction to measure theory and ergodic theory. Measure theory is a generalization of the notion of length and area, has been used in the study of stochastic (probabilistic) systems. The course covers the construction of Lebesque and Borel measures, measurable functions, and Lebesque integration. Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time, and is based on measure theory. The course will cover basic notions, such as ergodic transformations, 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. The Ergodic Theorem will also be covered, and will be used to illustrate notions and theorems from measure theory.
Class Format: lecture **Requirements/Evaluation:** homework and exams **Prerequisites:** MATH 350 or MATH 351 or permission of instructor **Enrollment Limit:** 25 **Expected Class Size:** 15-20 **Enrollment Preferences:** Mathematics majors **Dept. Notes:** senior major course
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Cesar Silva

MATH 404 Ergodic Theory (Q)
Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time. This course will be an introduction to the basic notions in ergodic theory. The course 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 aslo cover some notions from topological dynamics. For the textbook: http://www.ams.org/bookstore-getitem/item=STML-42
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on presentations, problem assignments and exams **Prerequisites:** MATH 350 or MATH 351 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 10
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Cesar Silva

MATH 406T Analysis and Number Theory (Q) **Crosslistings:** MATH 369/MATH 406
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. Topics will range from Goldbach's Problem and the Circle Method to the Riemann Zeta Function and Random Matrix Theory.
Other topics will be chosen by student interest, coming from sum and difference sets, Poissonian behavior, Benford's law, the dynamics of the 3x+1 map as well as suggestions from the class. We will 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. For more information, see http://www.math.brown. edu/~sjmiller/williams/406.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on scholarship, discussions, homework, examinations, papers and presentations **Prerequisites:** for those taking 369T: at least one of MATH 350, 351, 355, 315 or 317; for those taking 406T: one of MATH 350 or 351 and MATH 355 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
TUT Instructor: Steven Miller

MATH 410T(S) Mathematical Ecology (Q) **Crosslistings:** MATH 410/BIOL 214
Using mathematics to study natural phenomena has become ubiquitous over the past couple of decades. In this tutorial, we will study mathematical models comprised of both deterministic and stochastic differential equations that are developed to understand ecological dynamics and, in many cases, evaluate the dynamical consequences of policy decisions. We will learn how to understand these models through both standard analytic techniques such as stability and bifurcation analysis as well as through simulation using computer programs such as MATLAB. Possible topics include fisheries management, disease ecology, control of invasive species, and predicting critical transitions in ecological systems.
Class Format: tutorial **Requirements/Evaluation:** written and programming assignments, oral presentations, and exams **Prerequisites:** MATH 209 and MATH 250 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students with backgrounds in both math and biology **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives ENVS Group EB-A Electives ENVS Methods Courses PHLH Methods in Public Health

Spring 2016
TUT Section: T1 TBA Instructor: Julie Blackwood

MATH 411 Commutative Algebra (Q)
Commutative algebra has applications ranging from algebraic geometry to coding theory. For example, one can use commutative algebra to create error correcting codes. It is perhaps most often used, however, to study curves and surfaces in different spaces. To understand these structures, one must study polynomial rings over fields. This course will be an introduction to commutative algebra. Possible topics include polynomial rings, localizations, primary decomposition, completions, and modules.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework and exams **Prerequisites:** MATH 355 or permission of instructor **Enrollment Limit:** 30 **Expected Class Size:** 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Susan Loepp

MATH 416 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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on homework, possible presentations and write-ups, exams and scholarship **Prerequisites:** MATH 250 and MATH 350 (programming experience is desirable, but not necessary)
Enrollment Limit: 40 **Expected Class Size:** 35
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Steven Miller

MATH 419(S) Algebraic Number Theory (Q)
We all know that integers can be factored into prime numbers and that this factorization is essentially unique. In more general settings, it often still makes sense to factor numbers into "primes," but the factorization is not necessarily unique! This surprising fact was the downfall of Lamé's attempted proof of Fermat's Last Theorem in 1847. Although a valid proof was not discovered until over 150 years later, this error gave rise to a new branch of mathematics: algebraic number theory. In this course, we will study factorization and other number-theoretic notions in more abstract algebraic settings, and we will see a beautiful interplay between groups, rings, and fields.
Class Format: lecture/seminar **Requirements/Evaluation:** evaluation will be based primarily on projects, homework assignments, and exams **Prerequisites:** MATH 355, or permission of instructor **Enrollment Limit:** 40 **Expected Class Size:** 20
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Allison Pacelli

MATH 420T(F) Analytic Number Theory (Q)
How many primes are smaller than x? How many divisors does an integer n have? How many different numbers appear in the N x N multiplication table? Over the course of the past 150 years, tremendous progress has been made towards resolving these and similar questions in number theory, relying on tools and methods from analysis. The goal of this tutorial is to explain and motivate the ubiquitous appearance of analysis in modern number theory—a surprising fact, given that analysis is concerned with continuous functions, while number theory is concerned with discrete objects (integers, primes, divisors, etc). Topics to be covered include: asymptotic analysis, partial and Euler-Maclaurin summation, counting divisors and Dirichlet's hyperbola method, the randomness of prime factorization and the Erdos-Kac theorem, the partition function and the saddle point method, the prime number theorem and the Riemann zeta function, primes in arithmetic progressions and Dirichlet L-functions, the Goldbach conjecture and the circle method, gaps between primes, and other topics as time and interest allow.
Class Format: tutorial **Requirements/Evaluation:** tutorial format (problem sets and presentations) **Prerequisites:** MATH 350 or 351 (required), MATH 372 (required, may be taken concurrently), familiarity with modular arithmetic **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Mathematics majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
TUT Section: T1 TBA Instructor: Leo Goldmakher

MATH 425 Soap Bubbles and Geometric Measure Theory (Q)
A single round soap bubble is the least-area way to enclose a given volume of air, as ws proved in 1884 by Schwarz. A double soap bubble is the least-area way to enclose and separate two given volumes of air, as was proved in 2000 as the culmination of a decade of work by many, including Williams faculty and students. Because it is hard to control ahead of time the complicated ways ("singularities") in which pieces of soap film theoretically might come together, the study of such physical problems had to wait for the development of a more general and inclusive kind of geometry, now known as Geometric Measure Theory. (These same tools can be applied to all kinds of singularities from fractures in materials to black holes in the universe.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on classwork and exams **Prerequisites:** MATH 250 or MATH 351 **Enrollment Limit:** 25 **Expected Class Size:** 15 **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Frank Morgan

MATH 427 Tiling Theory (Q)
Since humankind first utilized stones and bricks to tile the floors of their abodes, tiling has been an area of interest. Practitioners include artists, engineers, designers, architects, crystallographers, scientists and mathematicians. This course will be an investigation into the mathematical theory of tiling. The course will focus on tilings of the plane, including topics such as the symmetry groups of tilings, the topology of tilings, the ergodic theory of tilings, the classification of tilings and the aperiodic Penrose tilings. We will also look at tilings in higher dimensions, including "knotted tilings".
Class Format: lecture **Requirements/Evaluation:** problem assignments, exams and a presentation/paper **Prerequisites:** MATH 250, and MATH 315 or MATH 355 **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** seniors, because it is a 400-level course required for graduation **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Colin Adams

MATH 433 Mathematical Modeling (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, and the spread of pollution, forest fires, and diseases. 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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on performance of problem sets and exams **Prerequisites:** MATH 209/PHYS 210 and MATH 350 or 351, or permission of the instructor **Enrollment Limit:** 50 **Expected Class Size:** 30
Enrollment Preferences: senior Mathematics majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: COGS Related Courses

Not Offered Academic Year 2016
LEC Instructor: Julie Blackwood

MATH 436T 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.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on performance on homework and exams **Prerequisites:** MATH 250 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
TUT Instructor: Cesar Silva

MATH 437 Electricity and Magnetism for Mathematicians (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.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on performance on homework and exams **Prerequisites:** MATH 350 or MATH 351, and MATH

355, or permission of instructor; not open to students who have taken MATH 337; no physics background required **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Thomas Garrity

MATH 453 **Partial Differential Equations (Q)**
Partial differential equations are often used to model the most basic natural phenomena. Examples include the flow of liquids, the spread of heat and the radiation of electromagnetic waves. These type of equations have lead to advances such as the prediction of radio waves, the discovery of the special theory of relativity and are essential to the theory of quantum mechanics. In this course we will introduce the theory of partial differential equations. A special focus will be on three classical equations: the wave equation, the Laplace equation and the heat equation. Classical techniques and theorems will be covered such as the Method of Characteristics, the Cauchy-Kovalevski Theorem and Fourier Transform techniques.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on exams, homework assignments, projects, and class participation **Prerequisites:** MATH 350 or MATH 351 or permission of instructor **Enrollment Limit:** none **Expected Class Size:** 20
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Eyvindur Palsson

MATH 475(S) **Methods in Mathematical Fluid Dynamics (Q)** **Crosslistings:** MATH 475/PHYS 475
The mathematical study of fluids is an exciting field with applications in areas such as engineering, physics and biology. The applied nature of the subject has led to important developments in aerodynamics and hydrodynamics. From ocean currents and exploding supernovae to weather prediction and even traffic flow, several partial differential equations (pde) have been proposed as models to study fluid phenomena. This course is designed to both, introduce students to some of the techniques used in mathematical fluid dynamics and lay down a foundation for future research in this and other related areas. Briefly, we start with the method of characteristics, a useful tool in the study of pde. Symmetry and geometrical arguments, special solutions, energy methods, particle trajectories, and techniques from ordinary differential equations (ode) are also discussed. A special focus will be on models from hydrodynamics. These include the KdV and the Camasss Holm equations (and generalizations thereof), and the Euler equations of ideal fluids. Mainly, we will be concerned with models whose solutions depend on time and one spatial variable, although depending on student interest and time, we may also investigate higher-dimensional models.
Class Format: lecture **Requirements/Evaluation:** problem sets and final project **Prerequisites:** MATH 151, MATH 250, and MATH 350 or 351; some background in pde/ode would be helpful but not required **Enrollment Limit:** 40 **Expected Class Size:** 25
Enrollment Preferences: senior Mathematics majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Alejandro Sarria

MATH 478(S) **On Expressing Numbers (Q)**
The real numbers are overall mysterious. Attempts even to describe different real numbers can quickly lead to deep, open questions in mathematics. For example, writing numbers via their decimal expansions leads to the result that a number is rational precisely when the decimal expansion is eventually periodic. There is an entirely different method for describing real numbers: continued fractions, which go back thousands of years. Here very real number can be captured by a sequence of integers (just like for the decimal expansion) but now eventually periodicity corresponds to the number being a square root. The mathematics of continued fractions, and especially their higher dimensional generalizations, lead to a great deal of mathematics. We will be using tools from linear algebra, functional analysis, dynamical systems, ergodic theory and algebraic number theory to explore the best way to express a real number.
Class Format: lecture **Requirements/Evaluation:** exams and homework **Prerequisites:** MATH 350 or MATH 351, and MATH 355 **Enrollment Limit:** none **Expected Class Size:** 15
Enrollment Preferences: Seniors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Thomas Garrity

MATH 479 **Additive Combinatorics (Q) (W)**
Lying at the interface of combinatorics, ergodic theory, harmonic analysis, number theory, and probability, Additive Combinatorics is an exciting field which has experienced tremendous growth in recent years. Very roughly, it is an attempt to classify subsets of a given field which are almost a subspace. We will discuss a variety of topics, including sum-product theorems, the structure of sets of small doubling (e.g. the Freiman-Ruzsa theorem), long arithmetic progressions (e.g. Roth's theorem), structured subsets of sumsets, and applications to computer science (e.g. to pseudorandomess). Depending on time and interest, we may also discuss higher-order Fourier analysis, the polynomial method, and the ergodic approach to Szemeredi's theorem.
Class Format: lecture **Requirements/Evaluation:** regular problem sets, as well as a final project **Prerequisites:** MATH 250, MATH 350, MATH 355 **Enrollment Limit:** 19 **Expected Class Size:** 8 **Enrollment Preferences:** students who have previously taken number theory
Distributional Requirements: Division 3 Quantitative/Formal Reasoning Writing Intensive

Not Offered Academic Year 2016
LEC Instructor: Leo Goldmakher

MATH 493(F) **Senior Honors Thesis: Mathematics**
Mathematics 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*.
Class Format: independent study **Extra Info:** this is part of a full-year thesis (493-494)
Distributional Requirements: Division 3

Fall 2015
HON Section: 01 TBA Instructor: Frank Morgan

MATH 494(S) **Senior Honors Thesis: Mathematics**
Mathematics 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*.
Class Format: independent study **Extra Info:** this is part of a full-year thesis (493-494)
Distributional Requirements: Division 3

Spring 2016
HON Section: 01 TBA Instructor: Frank Morgan

MATH 497(F) **Independent Study: Mathematics**
Directed 400-level independent study in Mathematics.
Class Format: independent study **Prerequisites:** permission of department
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: Frank Morgan

MATH 498(S) **Independent Study: Mathematics**
Directed 400-level independent study in Mathematics.
Class Format: independent study **Prerequisites:** permission of department
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: Frank Morgan

MATH 499(F,S) **Senior Colloquium**
Mathematics 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.
Class Format: colloquium
Distributional Requirements: Non-divisional

Fall 2015
LEC Section: 01 TBA Instructor: Thomas Garrity

Spring 2016
LEC Section: 01 TBA Instructor: Thomas Garrity

STATISTICS COURSES

STAT 101(F,S) **Elementary Statistics and Data Analysis (Q)**
It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on performances on quizzes and exams **Prerequisites:** MATH 102 (or demonstrated proficiency on a diagnostic test) **Enrollment Limit:** 50 **Expected Class Size:** 40 **Dept. Notes:** students who have had calculus, and potential majors in science, economics or mathematics should consider taking Statistics 201 instead **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses COGS Related Courses PHLH Statistics Courses

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Bernhard Klingenberg
LEC Section: 02 TR 09:55 11:10 Instructor: Bernhard Klingenberg

Spring 2016
LEC Section: 01 Cancelled

STAT 201(F,S) **Statistics and Data Analysis (Q)**
Statistics can be viewed as the art and 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 hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based primarily on performance on quizzes and exams **Prerequisites:** MATH 150 or equivalent; students without any calculus background should consider STAT 101 instead **Enrollment Limit:** 40 **Expected Class Size:** 40
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses COGS Related Courses ENVS Methods Courses PHLH Statistics Courses

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Brianna Heggeseth
LEC Section: 02 MR 01:10 02:25 Instructor: Richard De Veaux

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Bernhard Klingenberg
LEC Section: 02 MWF 10:00 10:50 Instructor: Bernhard Klingenberg

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.

Class Format: lecture Requirements/Evaluation: evaluation will be based on homework, exams and projects Prerequisites: STAT 201 or permission of instructor Enrollment Limit: 35 Expected Class Size: 20 Dept. Notes: Students wanting to take this course on a pass/fail basis will only be allowed to do so with the permission of the instructor
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: PHLH Statistics Courses

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Richard De Veaux

STAT 231T 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.
Class Format: tutorial Requirements/Evaluation: 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: 10 Expected Class Size: 10 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses COGS Related Courses ENVS Methods Courses PHLH Statistics Courses

Not Offered Academic Year 2016
TUT Instructor: Andrey Glubokov

STAT 317 Introduction to Operations Research (Q) Crosslistings: MATH 317/STAT 317
In the first N math classes of your career, you can be misled as to what the world is truly like. How? You're 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 are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved; students will be implementing many of these algorithms on computer systems of their choice. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial implementation computation (respectively, statistics) component approved by the instructor.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on homework, classwork, projects, presentations and exams Prerequisites: MATH 250)and one other 200-level or higher CSCI, MATH or STAT course, or permission of instructor Enrollment Limit: 40 Expected Class Size: 25 Enrollment Preferences: Computer Science, Mathematics and Statistics majors Dept. Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/317/ Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Steven Miller

STAT 340(S) An Introduction to 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 many applications in the social and biological sciences as well as in medicine, engineering and economics. All methods can be viewed as extensions of traditional regression models and ANOVA.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project Prerequisites: STAT 201 and STAT 346 Enrollment Limit: 50 Expected Class Size: 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: PHLH Statistics Courses

Spring 2016
LEC Section: 01 Cancelled

STAT 341(F) Probability (Q) Crosslistings: MATH 341/STAT 341
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, potentially including some from coding theory, number theory and nuclear physics.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams Prerequisites: MATH 250 or MATH 200 or permission of instructor Enrollment Limit: 40 Expected Class Size: 20 Dept. Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/341/
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Steven Miller

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. Regression modeling is the standard method for analyzing continuous response data and their relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project Prerequisites: STAT 101 or 201, and MATH 150 and 250; or permission of instructor Enrollment Limit: 20 Expected Class Size: 15 Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Richard De Veaux

STAT 355(F) Multivariate Statistical Analysis (Q)
To better understand complex processes, we study how variables are related to one another, and how they work in combination. Therefore, we want to make inferences about more than one variable at time? 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. Topics covered will include data visualization techniques for high dimensional data sets, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, as well as classification and clustering algorithms.
Class Format: lecture Requirements/Evaluation: evaluation will be based on homework and exams Prerequisites: STAT 201 and MATH 250 Enrollment Limit: 25 Expected Class Size: 10
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Brianna Heggeseth

STAT 360(S) Statistical Inference (Q)
How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from Stat 201 such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.
Class Format: lecture Requirements/Evaluation: evaluation will be based on problem sets and exams Prerequisites: MATH 150, MATH 250 and STAT 201 Enrollment Limit: none Expected Class Size: 15 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 TR 08:30 09:45 Instructor: Bernhard Klingenberg

STAT 365 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.
Class Format: lecture Requirements/Evaluation: evaluation will be based on homework and exams Prerequisites: STAT 201 and MATH 150 and 250, or permission of instructor Enrollment Limit: none Expected Class Size: 10 Enrollment Preferences: juniors and seniors, Math majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016

STAT 372 Longitudinal Data Analysis: Modeling Change over Time (Q)
This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. We will consider many applications in the social and biological sciences.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project Prerequisites: STAT 201 and STAT 346 Enrollment Limit: 30 Expected Class Size: 20 Enrollment Preferences: junior and senior Statistics majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: PHLH Statistics Courses

Not Offered Academic Year 2016
LEC Instructor: Brianna Heggeseth

STAT 397(F) Independent Study: Statistics
Directed independent study in Statistics.
Class Format: independent study Prerequisites: permission of department
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: Richard De Veaux

STAT 398(S) Independent Study: Statistics
Directed independent study in Statistics.
Class Format: independent study Prerequisites: permission of department
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: Richard De Veaux

STAT 442(S) Computational Statistics and Data Mining (Q)
In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization,

exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on homeworks and projects Prerequisites: STAT 346 or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Richard De Veaux

STAT 462 Modern Nonparametric Statistics (Q)
Many statistical procedures and tools are based on a set of assumptions, such as normality. But, what if some or all of these assumptions are not valid? This question leads to the consideration of distribution-free analysis, an active and fascinating field in modern statistics called nonparametric statistics. In this course we aim to make inference for population characteristics while making as few assumptions as possible. Besides the classical rank or randomization-based tests, this course especially focuses on various modern nonparametric inferential techniques, such as nonparametric density estimation, nonparametric regression, selection of smoothing parameter (cross validation and unbiased risk estimation), bootstrap and jackknife, and Minimax theory. Throughout the semester we will examine these new methodologies and apply them on simulated and real data sets using R.
Class Format: lecture Requirements/Evaluation: evaluation will be based primarily on homework, exams, and a final presentation and project Prerequisites: STAT 201 and STAT 360, or permission of instructor Enrollment Limit: 30 Expected Class Size: 15 Enrollment Preferences: those who have taken STAT 346 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Wendy Wang

STAT 493(F) Senior Thesis: Statistics
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.*
Class Format: independent study
Distributional Requirements: Division 3

Fall 2015
HON Section: 01 TBA Instructor: Richard De Veaux

STAT 494(S) Senior Thesis: Statistics
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.*
Class Format: independent study
Distributional Requirements: Division 3

Spring 2016
HON Section: 01 TBA Instructor: Richard De Veaux

STAT 497(F) Independent Study: Statistics
Directed independent study in Statistics.
Class Format: independent study Prerequisites: permission of department
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: Richard De Veaux

STAT 498(S) Independent Study: Statistics
Directed independent study in Statistics.
Class Format: independent study Prerequisites: permission of department
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: Richard De Veaux

MUSIC (Div. I)

Chair, Professor M. HIRSCH

Professors: BLOXAM, E. GOLLIN*, M. HIRSCH, PEREZ VELAZQUEZ, W. A. SHEPPARD**. Assistant Professors: C. CAMPBELL, WADSWORTH. Visiting Assistant Professor: HUGUET. Lyell B. Clay Artist in Residence in Jazz Activities/Lecturer in Music: ALLEN. Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music: FELDMAN. Lyell B. Clay Artist in Residence in 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/Lecturer in African Music Performance: MUPARUTSA. Lyell B. Clay Artists in Residence: KURKOWICZ (violin), STEVENSON (piano). Artist in Residence in Winds and Director of Williams College Wind Ensemble: MARSIT. Artist in Residence in Chinese Music Performance and Director of Williams College Chinese Music Ensemble: G. WANG. Instructor in Music: LAWRENCE (musicianship skills labs). Visiting Instructor in Music: PRINDLE (musicianship skills labs). C3 Mellon Postdoctoral Fellow in Music: TIMBERLAKE. Arthur J. Levitt '52 Artist in Residence: GREENSTEIN. Ensemble Directors & Artist Associates: CAPRONI (Marching Band), D. CHANDRA (tabla), V. CHANDRA (sitar), CHENG (Chinese strings), DEVOE (flute), EVANS (jazz voice), GENOVA (violin), GOLD (Percussion Ensemble, percussion), JENKINS (oboe), KIBLER (voice, co-director of Williams Opera Workshop), KOLODNY (saxophone), LAWRENCE (piano, organ, harpsichord), B. LEWIS (songwriting), MARTULA (Clarinet Choir, clarinet), MEEHAN (jazz drums), MORSE (harp), NAFZIGER (voice, co-director of Williams Opera Workshop), NAZARENKO (jazz piano), NEU (viola), PARKE (cello), PHELPS (classical and jazz guitar), RYER-PARKE (voice), SHARPE (jazz bass, co-director of small jazz ensembles, Faculty Advisor to Gospel Choir), SUNGARIAN (horn), M. WALT (voice), S. WALT (Woodwind Chamber Music, bassoon), WHARTON (Brass Ensemble, classical and jazz trumpet), WHEELER (classical and jazz trombone, co-director of small jazz ensembles), 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 and104a or 104b) 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 *(Class of 2017 and beyond)*
A minimum of ten courses are required for the major, as detailed below.
Four courses in Music Theory and Musicianship to be taken in sequence:
- Music 103
- Music 104a (Music Theory and Musicianship I) or Music 104b (Jazz Theory and Musicianship I)
- Music 201
- Music 202

Three courses in European and American Music History: Music 231, 232, 233
Majors may choose to replace a maximum of any one of these three specific courses with a course in music history covering aspects of the same period from those listed after each specific course number below.
- Music 231: 163, 164, or 261
- Music 232: 165, 166, 236, or 266T
- Music 233: 119, 138, 151, 238, 239, 244, 251, 252, or 254

One course in World Music/Ethnomusicology from the following: Music 111, 112, 113, 117, 120, 125, 126, 211, 220, 221, 222, 226, 230

Two electives: One must be taken in the senior year and at the 400-level to serve as a capstone course. (The second semester of a year-long honors thesis, MUS 494, will satisfy the 400-level elective requirement.) The other elective may be fulfilled in any semester by any Music course but must be taken in addition to courses selected to satisfy the history, theory, and world music/ethnomusicology requirements detailed above.

Majors are required to participate in faculty-directed departmental ensembles for at least four semesters.

Majors must enroll in partial credit music lessons for at least two semesters.

MAJOR *(Class of 2016)*
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:

a. Composition: A Composition thesis must include one major work completed during the senior year supported by a 10- to 15-page discussion of the student's work or analysis of a major 20th century or contemporary work. The student's general portfolio of compositions completed during the junior and senior years will also be considered in determining honors.
b. Performance: A Performance thesis must include an honors recital given during the spring of the senior year supported by a 15- to 20-page discussion of one or more of the works performed. The student's general performance career will also be considered in determining honors.
c. History, Theory and Analysis, or Ethnomusicology: A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length. A written thesis should offer new insights based on original research. A public oral thesis defense is also required.

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 in individual vocal or instrumental instruction involve extra fees which are which are fully subsidized for all students that meet the lesson commitment. The fees are waived for music majors. (See Music 281-288 and Advanced Musical Performance 391, 392, 491, 492). For further information check the Music Department webpage and contact the Department of Music.

STUDY ABROAD

One study abroad course may satisfy the one free elective requirement for the major, if approved by the department. A second study abroad course might satisfy any one of the specific required courses if the proposed course is clearly equivalent and if the substitution is approved by the department. Majors planning to study abroad should meet with the department chair to propose specific study abroad courses that might be approved to satisfy major requirements under this policy. No more than two courses taken abroad may count toward the major. Music lesson courses and ensemble participation pursued while studying abroad may count toward the performance requirements with approval of the department. You can find general study away guidelines for Music here.

MUS 101(F) Listening to Music: An Introduction to the Western Classical Tradition
When you listen to music — on the radio, on your Ipod, at a concert — how much do you really hear? This course refines students' listening skills through study of the major composers, styles, and genres of the Western classical tradition. We will explore music from the Baroque, Classical, Romantic, and Modern eras, including works by Bach, Mozart, Beethoven, Chopin, Tchaikovsky, Brahms, Stravinsky, and other composers. Genres to be covered include the symphony, string quartet, sonata, opera, song, and choral music. Attendance at selected concerts on campus is required.
Class Format: lecture Requirements/Evaluation: evaluation will be based on a short listening journal, two concert reviews, a quiz, a midterm exam and a final exam Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: first-years, sophomores and any student who expresses a strong interest in the course
Dept. Notes: intended for non-major students with little or no formal training Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Marjorie Hirsch

MUS 102(F,S) 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, Keyboard and rhythmic exercises.
Class Format: two weekly lectures Requirements/Evaluation: evaluation will be based on written and practical quizzes, projects, participation, and a final exam Prerequisites: none Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: first year students Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Zachary Wadsworth

Spring 2016
LEC Section: 01 TR 08:30 09:45 Instructor: Zachary Wadsworth

MUS 103(F) Music Theory and Musicianship I
MUS 103 and 104 are designed for potential majors and for students with strong instrumental or vocal backgrounds. Students entering MUS 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 MUS 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 MUS 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. MUS 103 and 104 are required for the music major.
MUS 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.
Class Format: lecture two days a week; a conference meeting one day a week; ear training/keyboard/ skills lab meeting twice a week Requirements/Evaluation: evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects Enrollment Limit: 24 Expected Class Size: 24 Enrollment Preferences: first years, potential Music majors, and those with strong musicianship background Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Joan Huguet
LAB Section: 02 MWF 09:00 09:50 Instructors: Edwin Lawrence, Daniel Prindle, Joan Huguet
LAB Section: 03 MWF 10:00 10:50 Instructors: Edwin Lawrence, Daniel Prindle, Joan Huguet
LAB Section: 04 MWF 11:00 11:50 Instructors: Edwin Lawrence, Daniel Prindle, Joan Huguet

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.
Class Format: lecture two days a week; a conference meeting one day a week; ear training/keyboard skills lab meeting twice a week Requirements/Evaluation: evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects Prerequisites: MUS 103 Enrollment Limit: 24 Expected Class Size: 21 Enrollment Preferences: first-years, potential or declared Music majors, and those with strong musicianship backgrounds Extra Info: may not be taken on a pass/fail basis
this course will share aural skills labs with MUS 104b; students considering taking this course should consult the lab times shown below and plan their schedules accordingly Distributional Requirements: Division 1

Spring 2016
LEC Section: A1 TR 11:20 12:35 Instructor: Joan Huguet
LAB Section: A2 MWF 09:00 09:50 Instructors: Edwin Lawrence, Kris Allen, Daniel Prindle, Joan Huguet
LAB Section: A3 MWF 10:00 10:50 Instructors: Edwin Lawrence, Kris Allen, Daniel Prindle, Joan Huguet
LAB Section: A4 MWF 11:00 11:50 Instructors: Edwin Lawrence, Kris Allen, Daniel Prindle, Joan Huguet

MUS 104(S) Jazz Theory and Improvisation I Crosslistings: MUS 104/AFR 212
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 and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.
Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire
Requirements/Evaluation: evaluation will be based on weekly assignments,(e.g., harmonic analysis and exercises in transposition and transcription) a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged Enrollment

Limit: 12 **Expected Class Size:** 12 **Enrollment Preferences:** Music majors, then Jazz Ensemble members, then prospective Music majors
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR **Extra Info:** may not be taken on a pass/fail basis this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times shown below and plan their schedules accordingly **Distributional Requirements:** Division 1 **Other Attributes:**
EXPE Experiential Education Courses

Spring 2016
SEM Section: B1 TR 09:55 11:10 Instructor: Kris Allen
LAB Section: B2 MWF 09:00 09:50 Instructors: Edwin Lawrence, Kris Allen, Daniel Prindle, Joan Huguet
LAB Section: B3 MWF 10:00 10:50 Instructors: Edwin Lawrence, Kris Allen, Daniel Prindle, Joan Huguet
LAB Section: B4 MWF 11:00 11:50 Instructors: Edwin Lawrence, Kris Allen, Daniel Prindle, Joan Huguet

MUS 111(F) Music Cultures of the World (D)
This course introduces a variety of musical traditions from around the world, from karaoke to reggae and Indian classical genres. Students develop a working knowledge of musical terms, influential musicians, and concepts relevant to performance genres hailing from the Americas, Africa, Asia, Europe, and the Middle East. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. Reading and writing assignments are combined with direct engagement with music and musicians. No prior musical training required.
Class Format: lecture **Requirements/Evaluation:** based on class attendance and participation, regular short writing assignments, and a final paper **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** current or prospective majors in Music, Anthropology, Sociology, Arabic Studies and Asian Studies, as well as current and prospective concentrators in Africana Studies and Latina/o Studies
Dept. Notes: MUS Group A Electives—class of 2016 MUS World Music/Ethnomusicology—class of 2017 and beyond **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1
Exploring Diversity **Other Attributes:** MUS Group A Electives MUS World Music/Ethnomusicology

Fall 2015
LEC Section: 01 MW 11:00 12:15 Instructor: Corinna Campbell

MUS 112(S) Musics of Asia (D) **Crosslistings:** MUS 112/ASST 126
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on four tests and two papers **Prerequisites:** none; no musical experience necessary **Enrollment Limit:** 25 **Expected Class Size:** 20
Dept. Notes: MUS Group A Electives—class of 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under ASST **Distributional Requirements:** Division 1
Exploring Diversity **Other Attributes:** ASST Interdepartmental Electives GBST East Asian Studies Electives MUS Group A Electives MUS World Music/Ethnomusicology

Spring 2016
LEC Section: 01 MW 11:00 12:15 Instructor: W. Anthony Sheppard

MUS 115 American Music
This lecture and discussion course focuses on American music in its cultural context. Students will explore a range of issues concerning music's relation to national and ethnic identity, historical events, societal conflicts, and philosophical, literary, and artistic movements. The class will study works from a variety of musical traditions: e.g., Native American, religious, classical, patriotic, blues, jazz, folk, Broadway, rock, and rap.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, two short papers, a midterm exam, and a final exam **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** students with demonstrated interest in American Studies or Music
Dept. Notes: MUS Group A Electives—class of 2016 **Distributional Requirements:** Division 1 **Other Attributes:** AMST Arts in Context Electives MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Marjorie Hirsch

MUS 117 African-American Music (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.
Class Format: lecture/discussion **Requirements/Evaluation:** hour exam, final exam, and two concert reviews **Prerequisites:** none, but students without musical backgrounds *must* learn a vocabulary of terms for describing musical sound **Enrollment Limit:** 20 **Enrollment Preferences:** Africana Studies concentrators, Music majors, and seniors
Dept. Notes: MUS Group A Electives—class of 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond **Distributional Requirements:** Division 1
Exploring Diversity **Other Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora MUS Group A Electives MUS World Music/Ethnomusicology

Not Offered Academic Year 2016
LEC

MUS 119 Popular Music: Revolutions in the History of Rock
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."
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on two tests, two papers, and a final exam **Prerequisites:** no musical background assumed **Enrollment Limit:** 80 **Expected Class Size:** 80 **Enrollment Preferences:** sophomores and juniors
Dept. Notes: MUS Group A Electives—class of 2016 **Distributional Requirements:** Division 1 **Other Attributes:** MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Eric Nathan

MUS 120 Musics of Africa (D) **Crosslistings:** MUS 120/AFR 113
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 engage in a series of case studies considering a diverse array of musical practices and related social and political issues in specific locales. Featured countries include Ghana, Zimbabwe, Ethiopia, Algeria and the Democrtic Republic of Congo. This course samples a wide range of musical practices from the Ghanaian dance craze, azonto, to Ethiopian liturgical change, to Shona mbira music in Zimbabwe. Performance analysis and critical reading and listing assignments are combined with a number of hands-on workshops and musical exercises.
Class Format: lecture **Requirements/Evaluation:** grade based on two 4- to 6-page papers, two tests, one performance project, a final paper, and class participation **Prerequisites:** no prerequisites: prior musical background is not essential for this class **Enrollment Limit:** 30 **Expected Class Size:** 25 **Enrollment Preferences:** current or prospective Music majors and Africana Studies concentrators
Dept. Notes: MUS Group A Electives—class of 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1
Exploring Diversity **Other Attributes:** GBST African Studies Electives MUS Group A Electives MUS World Music/Ethnomusicology

Not Offered Academic Year 2016
LEC Instructor: Corinna Campbell

MUS 125 Music and Social Dance in Latin America (D) **Crosslistings:** MUS 125/DANC 125
This course offers a full-spectrum introduction to the sounds, movements, and social characteristics of a number of Latin American social dance forms, including samba, salsa, tango, and the Afro-Surinamese genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their social impact. Among the questions that will drive class discussions are the following: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? No prior music or dance training is necessary, however this course does require regular engagement in interactive and performance-based assignments and workshops.
Class Format: seminar/studio **Requirements/Evaluation:** one performance/analysis project, one group project, one paper (10-12 pages) **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** upperclassmen, Music majors, and Latina/o Studies concentrators
Dept. Notes: MUS Group A Electives—class of 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1
Exploring Diversity **Other Attributes:** GBST Latin American Studies Electives MUS Group A Electives MUS World Music/Ethnomusicology

Not Offered Academic Year 2016
SEM Instructor: Corinna Campbell

MUS 126 Cuban Popular Music and Culture (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. We will also see how Cuban music is an important part of Cuban identity and their heritage. Class examples will also demonstrate how Cuban music is a force that unifies all Cubans regardless of their social class or political view.
This is an EDI course because it will promote empathetic understanding of Cuban experience and identity through its most vital cultural expression in music, and explore ways in which the music reveals interactions and responses to African and North American experiences as expressed in music.
Class Format: lecture **Requirements/Evaluation:** two research papers (10 pages long each) and two class presentations on the subject of the research paper **Prerequisites:** none **Enrollment Limit:** none **Expected Class Size:** 25 **Enrollment Preferences:** none
Dept. Notes: MUS Group A Electives—class of 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond **Distributional Requirements:** Division 1 Exploring Diversity **Other Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect MUS Group A Electives MUS World Music/Ethnomusicology

Not Offered Academic Year 2016
LEC Instructor: Ileana Perez Velazquez

MUS 138 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on a series of quizzes, short papers, and performance reports; quizzes will include listening and identifying examples **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** juniors, seniors, Music majors and potential majors
Dept. Notes: MUS Group A Electives—class of 2016 **Distributional Requirements:** Division 1 **Other Attributes:** MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Eric Nathan

MUS 141 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on a midterm, a brief paper, an 8-page paper, and a final exam **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** none
Dept. Notes: MUS Group A Electives— class of 2016 **Distributional Requirements:** Division 1 **Other Attributes:** MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: W. Anthony Sheppard

MUS 146(S) The Concerto: Dialogue and Discord
The concerto is the musical genre most akin to the novel, and like the novel, explores the individual's relationship to society. A musical protagonist—a solo instrumentalist or a group of individual players—engages the larger orchestral ensemble, and a story unfolds in a dramatic narrative told in sound. This course will trace the history of the concerto from its beginning in the Baroque period to today. We will explore the spirited exchanges of Bach's Brandenburg Concerti, the urbane conversations of Mozart's piano concerti, the impassioned struggles of the Brahms violin concerto, the ferocious arguments of the Shostakovitch cello concerto, the polyglot discussions of John Adam's clarinet concerto, and many more. Along the way we will also investigate transformations in patronage and performance contexts, the cult of the virtuoso, and aspects of musical form and style. Students will experience the excitement of hearing concerti performed on campus by the Berkshire Symphony and student winners of the Department of Music's Concerto Competition.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based on several short papers, a midterm and a final, and on class participation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** students with a demonstrated interest in music
Dept. Notes: MUS Group A Electives—class of 2016 **Distributional Requirements:** Division 1 **Other Attributes:** MUS Group A Electives

Spring 2016
LEC Section: 01 TF 02:35 03:50 Instructor: Joan Huguet

MUS 149(F) The Language of Film Music
Filmmakers have relied on music from the earliest days of silent movies (often accompanied by live musical performance) to our present age of slickly-produced YouTube videos. Along the way, trends have arisen (and have been artfully thwarted) in countless film scores, whether constructed from preexisting works or specially crafted by composers like Max Steiner, Bernard Herrmann, John Williams, James Horner, Alexandre Desplat, or Björk. In this class, we will look at and listen to films from different periods and cultures, observing which techniques evolved, which have changed very little, and considering when an idea is borrowed and when it might actually be new. We will also discuss the impact this language has on the experience of the viewer, and how film music functions in the wider culture. Assignments will consist of listening/viewing, responding in writing, and re-interpreting film clips with music you will compose or borrow.
Class Format: lecture/discussion **Requirements/Evaluation:** assignments, midterm, final; midterm and final also will also involve viewing/listening **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** given to juniors and seniors
Dept. Notes: MUS Group A Electives—class of 2016 **Distributional Requirements:** Division 1 **Other Attributes:** MUS Group A Electives

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Zachary Wadsworth

MUS 151(F) History of Jazz (D)
"There are only three things that America will be remembered for 200 years from now when they study the civilization: The Constitution, Jazz Music and Baseball. These are the three most beautiful things this culture's ever created."— (Gerald Early) Jazz is the most common name for a great African American Art form that still defies definition. Over the past century this elastic tradition has laid down firm roots for numerous other American and World musics, while itself in the throes of a seemingly permanent identity crisis. Jazz is perennially declared dead or dying yet consistently summoned by advertisers to lend vitality and sex appeal to liquor or automobiles. By any name and regardless of its health status, jazz has a rich history of conservative innovators, at once restless and reverent, who made fascinating leaps of creativity out of inspiration or necessity. This "listening intensive" class will look at the past century of jazz music through ideas, "what-if" questions and movements that changed the way the music was created, presented and perceived. Both musical concepts (such as syncopation and cross instrumental-influence) and cultural connections (jazz as cold war propaganda, jazz as protest music) will be examined, giving us freedom to link similar kinds of musical thought across disparate settings and decades. Our inquiry will include (but not be limited to) the lives and music of Louis Armstrong, Fletcher Henderson, Mary Lou Williams, Duke Ellington, Charlie Parker, Thelonious Monk, Dizzy Gillespie, Art Blakey, John Lewis, Miles Davis, John Coltrane, and Wayne Shorter.
Class Format: lecture **Requirements/Evaluation:** class participation including regular reading and listening assignments; concert attendance; mid-term and final exam, one paper, and one final project **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** first-years and sophomores
Dept. Notes: MUS Group A Electives—class of 2016 **Distributional Requirements:** Division 1 Exploring Diversity **Other Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora MUS Group A Electives

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Kris Allen

MUS 152 A Composer's History of Jazz (D) (W) **Crosslistings:** MUS 152/AFR 152
This course will provide a chronological survey of jazz composers, beginning with the pre-jazz era and continuing through the present day. Students will be required to do assigned listening and read related criticism and biographical material. In addition, students will write several responsive papers summarizing these listening and reading experiences. Each student will also write a biographical paper about a composer (or composer/arranger) of her choice, and participate in a collaborative presentation at the end of the semester on a composition or set of compositions from a list of possibilities provided by the instructor. Midterm and final examinations will focus on analytical aural skills developed during the semester, both in terms of formal analysis and composer identification. Composers whose work will be covered will include: Scott Joplin, James P. Johnson, Jelly Roll Morton, George Gershwin, Fletcher Henderson, Duke Ellington, Mary Lou Williams, Benny Carter, Ernie Wilkins, Quincy Jones, Gil Evans, Frank Foster, John Lewis, Dave Brubeck, Oliver Nelson, Antonio Carlos Jobim, Hermeto Pascoal, Eddie Palmieri, Thad Jones, Thelonious Monk, John Coltrane, Charles Mingus, Jaco Pastorius, Wayne Shorter, Joe Zawinul, Yusef Lateef, Bill Evans, Maria Schneider, Billy Childs, and others. This course will be writing intensive.
As an EDI offering, the course materials will be designed not only to expose the student to the music, but also to provide an examination of the relationship between jazz composers and the historical and cultural worlds in which they created their Art. Readings will include the perspective of musicians, audiences and critics, as well as an examination of who they were and what agendas and prevailing societal attitudes may have shaped their reactions to the music. Comparisons between the experiences of composers and their listeners in different eras will provide additional perspective.
Class Format: lecture **Requirements/Evaluation:** short response papers based on reading and listening; midterm and final exams; and a research paper on the career of a composer of the student's choice **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Music Majors and then Jazz Ensemble members
Dept. Notes: MUS Group A Electives—class of 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR **Extra Info:** may not be taken on a pass/fail basis **Distributional Requirements:** Division 1 Exploring Diversity Writing Intensive **Other Attributes:** MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Andrew Jaffe

MUS 163 Bach
Johann Sebastian Bach now enjoys the status of a cultural icon, transcending time and place. But who was Bach, and why do his musical creations continue to fascinate us? This course offers an introduction to the life and music of this iconic composer. We will explore aspects of cultural context (such as the social milieu in which Bach developed his art and the use and perception of his music by his contemporaries), as well develop our listening skills by exploring matters of purely musical content (the styles and forms of his prodigious oeuvre). Both instrumental and vocal music will be surveyed, including the Brandenburg Concerti, the Goldberg Variations, the Magnificat, and the B Minor Mass. The course will conclude with a consideration of Bach's legacy in the 19th and 20th centuries.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on 2 papers, a midterm, a final exam, and class participation **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** seniors and juniors
Dept. Notes: MUS Group A Electives—class of 2016 **Distributional Requirements:** Division 1 **Other Attributes:** MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Jennifer Bloxam

MUS 164 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.
Class Format: lecture/discussion, two meetings per week; field trip may be required Requirements/Evaluation: evaluation will be based on participation, two papers, a midterm, and a final exam Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students and sophomores
Dept. Notes: MUS Group A Electives—class of 2016 Distributional Requirements: Division 1 Other Attributes: MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Jennifer Bloxam

MUS 165 Mozart
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, listening quizzes, two short papers, a midterm exam, and a final exam Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: students with demonstrated interest in music
Dept. Notes: MUS Group A Electives—class of 2016 Distributional Requirements: Division 1 Other Attributes: MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Marjorie Hirsch

MUS 166(F) Beethoven
This course provides an introduction to the life and music of Ludwig van Beethoven. The composer's difficult childhood, tragic loss of hearing, clandestine affair with his "Immortal Beloved", and tempestuous relationship with his suicidal nephew Karl, together with the French Revolution and emergence of Romanticism, will form the backdrop for our investigation of his 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 a range of topics, including the nature of his genius, his relation to composers such as Haydn and Mozart, and his impact on posterity.
Class Format: lecture/discussion Requirements/Evaluation: listening quizzes, two papers, midterm and final exams, and class participation Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: those with a demonstrated interest in music
Dept. Notes: MUS Group A Electives—class of 2016 Distributional Requirements: Division 1 Other Attributes: MUS Group A Electives

Fall 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Joan Huguet

MUS 171 Music and Spirituality Crosslistings: MUS 171/REL 171
Across cultures and across millennia, music has served to enable, inspire, and express the spiritual life experiences of communities and individuals. Why is this so? In what contexts and through what means can making and hearing music acquire a spiritual dimension? This course will take a topical approach to exploring music's spiritual power, considering such areas as the function of music in ritual practices from various cultures and times, the use of music to tell sacred stories, and the role of music created in the face of death and its aftermath. Our primary focus will be on music from Christian traditions from medieval to modern times, enriched by conversations with musicians immersed in the music of other world faith traditions. We will explore connections between music and spirituality through a wide variety of composers and styles, including plainchant and Renaissance sacred choral music; classics by Bach, Mozart, Beethoven, and Brahms; American hymnody and spirituals; Igor Stravinsky and Arvo Pärt; John Coltrane and Dave Brubeck; and selected artists from the world of contemporary popular music.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, several brief writing assignments, a midterm paper, and a final project with presentation Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: students with a demonstrated interest in music or religion
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under REL Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Jennifer Bloxam

MUS 172 Myth in Music (W) Crosslistings: MUS 172/COMP 172
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?
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, three 6-8page papers (with revisions), and a final presentation Prerequisites: none Enrollment Limit: 15 Expected Class Size: 10 Enrollment Preferences: students with a demonstrated interest in literature or music
Dept. Notes: MUS Group A Electives—class of 2016 Distributional Requirements: Division 1 Writing Intensive Other Attributes: MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Marjorie Hirsch

MUS 173 Storytelling in Music
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on brief written assignments and a paper, a midterm and a final exam, and attendance and participation Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15
Dept. Notes: MUS Group A Electives—class of 2016 Distributional Requirements: Division 1 Other Attributes: MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Marjorie Hirsch

MUS 174 The Singing Voice: Styles and Meaning
What makes an opera singer sound different than 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 world of singing styles and engages these styles from multiple angles: through listening, readings, film viewing and, above all, through singing. The class will learn the basics of yodeling, Tuvan throat singing, Hindustani singing, belting among other styles and will explore the cultural and historical contexts of each.
Class Format: lecture/studio/discussion Requirements/Evaluation: evaluation will be based on one quiz, two papers, and a final project Prerequisites: none Enrollment Limit: 19 F, 12 S Expected Class Size: 19 F, 12 S Enrollment Preferences: underclass students
Dept. Notes: MUS Group A Electives—class of 2016 Distributional Requirements: Division 1 Other Attributes: MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Brad Wells

MUS 175(F) Sound Art, Public Music Crosslistings: MUS 175/ARTS 273
Western music performance traditionally occurs within contained spaces in which "performer" and "audience" adhere to designated locations and follow tacit scripts: seats/stage; applause/bows, etc. In recent years, traditional boundaries and scripts of performance and reception have moved into public spaces—from sound art installations to ambient music, from interactive sound sculpture to radio art to social media driven flash mobs. This course studies the work of pioneers in public music and sound art including Alvin Lucier, Bill Fontana, John Cage, Trimpin, Brian Eno and Gregory Whitehead, among others. The course will alternate between study and analysis of particular artistic strategies and the creation of site-specific works on and around the Williams campus.
Class Format: seminar Requirements/Evaluation: class participation, three short (2-4 page) essays, a response journal and the creation of four public music works Prerequisites: none Enrollment Limit: 12 Expected Class Size: 8 Enrollment Preferences: upperclass students Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Brad Wells

MUS 177(F) Gender and Sexuality in Music (D) Crosslistings: MUS 177/WGSS 177
This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 20th and 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing.
We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class further inform these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.
This course fulfills the EDI requirement, owing both to its comparative approach and its focus on issues of power and privilege.
Class Format: lecture/discussion Requirements/Evaluation: class participation, one performance-analytical paper, midterm, interview project, and final paper Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: students with some musical experience
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Corinna Campbell

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, sightsinging, 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 even 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.
Class Format: lecture meetings twice a week plus aural skills lab meetings Requirements/Evaluation: final grading will be based on homework, theory quizzes, analysis papers, compositional projects, a final exam, class attendance, preparation, participation, and on the results of the lab portion of the class (sight singing and ear training) Prerequisites: MUS 104 Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: Music majors and potential Music majors Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Ileana Perez Velazquez
LAB Section: 02 F 12:00 12:50 Instructor: Daniel Prindle

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.
Class Format: two lecture meetings and two skills lab meetings per week
Requirements/Evaluation: evaluation will based on homework, theory quizzes, analysis papers, compositional projects, a final exam, class attendance, preparation and participation
Prerequisites: MUS 201 Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: Music majors and those with the strongest musicianship skills Extra Info: evaluation also based on the results of the lab portion of the class (sight singing and ear training)
may not be taken on a pass/fail basis Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Ileana Perez Velazquez
LAB Section: 02 F 12:00 12:50 Instructor: Daniel Prindle

MUS 204 Jazz Theory and Improvisation II Crosslistings: MUS 204/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.
Class Format: 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/Evaluation: 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: MUS 203 (formerly 212) or permission of instructor Enrollment Limit: 12 Expected Class Size: 5-8 Enrollment Preferences: Music majors and Jazz Ensemble members
Dept. Notes: MUS Group B Electives—class of 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR Distributional Requirements: Division 1 Other Attributes: EXPE Experiential Education Courses MUS Group B Electives

Not Offered Academic Year 2016
SEM Instructor: Andrew Jaffe

MUS 205T(F) Composition I
Beginning courses in musical composition taught in tutorial format. Size and number of required projects will vary from 4 to 5. Each assignment will represent 25% of the student's final grade. A group meeting per week will deal with the presentation of the student's work in progress, analysis of models for composition, performance of work in class, and critiquing of work. There will be a weekly individual meeting with the instructor to discuss each students progress. 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.
Class Format: tutorial Requirements/Evaluation: evaluation based on the quality and timeliness of composition projects, attendance, and class participation Prerequisites: MUS 202 (may be taken concurrently) and permission of instructor; not open to first-year students Enrollment Limit: 6 Expected Class Size: 4 Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience
Dept. Notes: MUS Group B Electives—class of 2016 Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Fall 2015
TUT Section: T1 MR 01:10 02:25 Instructor: Ileana Perez Velazquez

MUS 206T(S) Composition 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.
Class Format: tutorial Requirements/Evaluation: evaluation based on the quality and timeliness of composition projects, attendance, and class participation Prerequisites: MUS 202 (may be taken concurrently) and permission of instructor Enrollment Limit: 6 Expected Class Size: 4 Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience
Dept. Notes: MUS Group B Electives—class of 2016 Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Other Attributes: EXPE Experiential Education Courses MUS Group B Electives

Spring 2016
TUT Section: T1 TF 01:10 02:25 Instructor: Zachary Wadsworth

MUS 208 Arranging for Voices
What is gained—or lost—when music is arranged for voices? How does one create music that has something to say when using something already said? Arranging for Voices addresses these questions through study of arrangements and regular arranging projects. Students will work in multiple styles, making use of numerous compositional strategies and techniques. All student arrangements will be read and discussed in a seminar-type setting.
Class Format: lecture Requirements/Evaluation: evaluation will be based on weekly assignments, midterm and a final, large-scale project Prerequisites: MUS 103 and 104 Enrollment Limit: 8 Expected Class Size: 4 Enrollment Preferences: Music majors
Dept. Notes: MUS Group B Electives—class of 2016 Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Not Offered Academic Year 2016
LEC Instructor: Brad Wells

MUS 210(S) Music Technology I
Designed for students with some music background who wish to learn basic principles of Musical Technology and practical use of current software and hardware. Topics include acoustics, MIDI sequencing, digital recording and editing, sampling, analog and digital synthesis, digital signal processing, and instrument design. Lectures will provide technical explanations on those topics covered in class and an historical overview of electronic music.
Class Format: lecture Requirements/Evaluation: evaluation will be based on weekly assignments, a midterm exam, a final paper and two composition projects Prerequisites: MUS 102 or 103, or permission of instructor; knowledge of and proficiency with musical notation is required; some background in acoustics/physics is desirable Enrollment Limit: 8 Expected Class Size: 8 Enrollment Preferences: Music majors and those planning to major
Dept. Notes: MUS Group B Electives—class of 2016 Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Ileana Perez Velazquez

MUS 211 Music, Nationalism, and Popular Culture (D) (W)
This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel, Joao Gilberto, Youssou N'dour), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment? Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the EDI requirement.
Class Format: lecture/discussion Requirements/Evaluation: evaluation based on class participation, two 2- to 4-page reading responses, and two 8- to 10-page papers (with revisions) Prerequisites: none Enrollment Limit: 15 Expected Class Size: 12 Enrollment Preferences: upperclass students and Music majors
Dept. Notes: MUS Group B Electives—class of 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Exploring Diversity Writing Intensive Other Attributes: MUS Group B Electives MUS World Music/Ethnomusicology

Not Offered Academic Year 2016
LEC Instructor: Corinna Campbell

MUS 220(F) African Dance and Percussion Crosslistings: DANC 201/AFR 201/MUS 220
This course focuses on selected dance and music forms from the African continent for example, *Kpanlogo* from Ghana, *Lamban* from Guinea, Senegal and Mali or *Bira* from Zimbabwe. We will examine their origins (people, history and cultures) and influence beyond geographic perimeter to more fully understand the function of these forms in contemporary times. Students will study movement and percussion and are evaluated on the quality of progress with the selected forms throughout the semester. Forms may not be the same every semester.
This course can be taken for academic and/or PE credit
Class Format: studio/lecture/discussion Requirements/Evaluation: participation in assignments that include research and performance projects and short papers; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects Prerequisites: DANC 100 or permission of instructor Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: students who have taken Dance 100 or advanced placement
Dept. Notes: MUS Group B Electives—class of 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
this course may be taken for academic and/or PE credit; see description for more details
Distributional Requirements: Division 1 Other Attributes:
GBST African Studies Electives MUS Group B Electives MUS World Music/Ethnomusicology

Fall 2015
STU Section: 01 TF 01:10 03:50 Instructors: Tendai Muparutsa, Sandra Burton

MUS 221(S) African Dance and Percussion Crosslistings: DANC 202/AFR 206/MUS 221
Course continues the investigation of selected music and dance from the African continent. Advancing dance and music skills, deepening understanding of history and context of the material are focus of readings, discussions and projects throughout the semester. Questions we will address include the impact of religion, colonialism, travel, immigration, media tradition and the continued emergence of new forms. Material may include *Gum Boots* (*Isicathulo*) from Southern Africa, *Juju* in Nigeria or *Hip Hop* in several nations.
This course can be taken for academic and/or PE credit.
Class Format: studio/lecture/discussion Requirements/Evaluation: participation in assignments that include research and performance projects and a short paper; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: students who have taken DANC 100, DANC 201 or permission of the instructor
Dept. Notes: MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR Distributional Requirements: Division 1 Other Attributes: GBST African Studies Electives MUS World Music/Ethnomusicology

Spring 2016
STU Section: 01 TF 01:10 03:50 Instructors: Tendai Muparutsa, Sandra Burton

MUS 222(S) Politics of Performance/Performing Politics in Contemporary Africa (D) (W)
Crosslistings: MUS 222/AFR 223
Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated

stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQ community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres—among them Afrobeat, kwaito, soukous, raï, mbalax, Chimurenga music, and a variety of rap and hip-hop styles—are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.
Class Format: lecture/discussion Requirements/Evaluation: based on in-class preparation and participation, bi-weekly short writing assignments, a midterm paper and a final project Prerequisites: none Enrollment Limit: 15 Expected Class Size: 10 Enrollment Preferences: sophomores, juniors, or seniors who are current or prospective Music majors, as well as current and prospective Africana Studies and Latina/o Studies concentrators
Dept. Notes: MUS Group A Electives—class of 2016
MUS World Music/Ethnomusicology—class of 2017 and beyond
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Exploring Diversity Writing Intensive Other Attributes: GBST African Studies Electives MUS Group A Electives MUS World Music/Ethnomusicology

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Corinna Campbell

MUS 226(S) Introduction to the Music of Brazil
A course designed to acquaint students with an overview of the history and development of the music of Brazil, from African and colonial antecedents to the present. Students will examine characteristics of West African music brought to Brazil as a part of the Portuguese colonization, as well as how these musical elements and influences comingled with those of the European immigrant population to create a variety of distinctly national musical styles, including *Batucada, Choro, Frevo, Samba, Bossa Nova*, and MPB (*música popular brasileira*), among others. Composers and musicians whose work will be studied will include Alfredo da Rocha Viana Sr., *Pixinguinha* (Alfredo da Rocha Viana Jr.), Noel Rosa, Luiz Gonzaga(*Gonzagão*), Heitor Villa Lobos, A.C. Jobim, Gilberto Gil, Milton Nascimento, Hermeto Pascoal, Egberto Gismonti, Mario Adnet, and others. Musical literacy sufficient to engage in score study and formal analysis is required.
Class Format: lecture - weekly lecture format with assigned readings and listening Requirements/Evaluation: midterm and final exams as well as two 10-page research papers Prerequisites: MUS 104a or b Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Music majors and Jazz Ensemble members
Dept. Notes: MUS World Music/Ethnomusicology—class of 2017 and beyond Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Other Attributes: MUS World Music/Ethnomusicology

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Andrew Jaffe

MUS 230(S) Musical Ethnography (D)
Often, we experience music's impact on us without fully considering why it achieves such strong effects. The discipline of ethnomusicology confronts the question of musical meaning by combining musical study and analysis with an exploration into the contexts of musical production, circulation, and reception. Musical ethnography is both the means by which scholars pursue this line of questioning, and also the (usually) written work that results from such an investigation. This course features a hands-on approach to musical ethnography. Students will each conduct ethnographic fieldwork in a music-making community within Williamstown and the surrounding area. Coursework will survey approaches to methodology (modes and degrees of researcher involvement, practical skills related to documentation), issues of ethics, and social and musical analysis.
This course fulfills the EDI requirement, with particular emphasis on empathetic understanding. Please note: This course requires students to devote regular time outside of class to the study of a musical community.
Class Format: lecture/discussion Requirements/Evaluation: class participation, small assignments (four 1-2 page assignments), interview transcript with commentary, reading response, final project and presentation Prerequisites: some musical training/experience necessary, see instructor for more information Enrollment Limit: 10 Expected Class Size: 6 Enrollment Preferences: students with some musical experience
Dept. Notes: MUS World Music/Ethnomusicology—class of 2017 and beyond Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Exploring Diversity Other Attributes: EXPE Experiential Education Courses

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Corinna Campbell

MUS 231(F) Music in History I: Antiquity-1750
This course explores 1000 years of music-making in Western European culture, beginning with the philosophical and theoretical origins of that music in ancient Greece and extending to the life and music of J.S. Bach. Topics covered will include how the sound of music changed over a millennium; the different functions it served and how genres developed to serve these functions; the lives of the men and women who composed, performed, and wrote about music; and how the changing notation and theory of music related to its practice over the centuries. At the same time, the course provides an introduction to the modern study of music history, sampling a broad range of recent scholarship reflecting an array of critical approaches to the study of early music in our own day.
Class Format: lecture/discussion, two meetings per week; field trip may be required Requirements/Evaluation: evaluation will be based on class participation, written assignments, midterm and final exams Prerequisites: ability to read music; open to qualified non-majors with the permission of instructor Enrollment Limit: 15 Expected Class Size: 10 Enrollment Preferences: Music majors and those planning to major
Dept. Notes: required course for Music majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Jennifer Bloxam

MUS 232(S) Music in History II: 1750-1900
This course explores the development of western classical music from 1750-1900 through the study of works by Mozart, Beethoven, Schubert, Schumann, Chopin, Verdi, Wagner, Tchaikovsky, Brahms, Mahler, and others. Composers' styles will be examined in conjunction with Classical and Romantic aesthetics. Topics for discussion include the changing role of music and musicians in society, music and narrative, music and philosophy, operatic traditions, and musical nationalism.
Class Format: lecture/discussion, three days per week Requirements/Evaluation: 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 Class Size: 12 Enrollment Preferences: Music majors, or those planning to major
Dept. Notes: required course for Music majors; Music majors may not take MUS 232 as pass/fail or 5th course option Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 MWF 10:00 10:50 Instructor: Marjorie Hirsch

MUS 233(F) Music in History III: Musics of the Twentieth Century
A survey of musics in both Western and non-Western society from the close of the nineteenth century to the present. Emphasis will be on the contextual study of the music of major composers of Western art music, on the musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intermingling of musical influences of pop, jazz, and art music of the electronic age.
Class Format: lecture/discussion, two days per week Requirements/Evaluation: evaluation will be based on class participation, two papers, a midterm, and a final exam Prerequisites: ability to read music Enrollment Limit: 15 Expected Class Size: 10 Enrollment Preferences: Music majors
Dept. Notes: required course for Music majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MW 11:00 12:15 Instructor: Anicia Timberlake

MUS 236 The Romantic Generation (W)
This course explores Romanticism in music through the lives and works of Franz Schubert, Frederic Chopin, Robert Schumann, and Franz Liszt. Music by these composers will be examined in connection with political, societal, philosophical, and aesthetic developments of the first half of the nineteenth century. The class will cover a broad range of Romantic topics, including the sublime, fantasy, myth, the exotic, rebellion, and intersections among music, literature, and painting. Musical works to be studied include songs, piano pieces, chamber music, choral music, opera, and orchestral music.
Class Format: lecture/discussion Requirements/Evaluation: evaluation based on class participation, four short papers totaling 20 pages, an oral presentation, and a final exam Prerequisites: none, however, students should be able to read music Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: students with demonstrated interest in music
Dept. Notes: MUS Group A Electives—class of 2016 Distributional Requirements: Division 1 Writing Intensive Other Attributes: MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Marjorie Hirsch

MUS 238 Music in Modernism (W)
The synthesis of the arts was a primary pursuit of modernist composers, artists, choreographers, and writers. Seeking either to realize Wagner's "total work of art" in the theater, or to uncover the more general correspondences celebrated by Baudelaire, modernists consistently looked beyond their own media. Collaborations on works of "total theater" were common: Satie, Cocteau, Massine, Picasso; Brecht, Hindemith, Weill; Stravinsky, Nijinsky, Bakst; Claudel, Honegger, Rubinstein. Modernists explored new connections between music and color (Scriabin, Kandinsky), music and literature (Joyce, Mann), and music and dance (Duncan, Graham). Occasionally, modernists attempted to unite the arts on their own: Schoenberg painted, Pound composed, and Kokoschka wrote. Our focus will be on those works of music, art, dance, and literature that explored new relationships between the arts. One goal will be to investigate whether specific equivalents exist between techniques of modernist painting, poetics, choreography, and composition. Aware of the risks and rewards of interdisciplinary study, we will attempt our own theories of artistic synthesis. This course is designed to bring multiple perspectives to the study of music in modernism.
Class Format: lecture/discussion Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 15 Expected Class Size: 10
Dept. Notes: MUS Group A Electives—class of 2016 Extra Info: students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments Distributional Requirements: Division 1 Writing Intensive Other Attributes: MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: W. Anthony Sheppard

MUS 239(S) Music and the Cold War (W)
The Cold War was fought on aesthetic grounds as well as via nuclear arms. Examining classical music, jazz, and popular music (such as works by Adams, Armstrong, the Beatles, Boulez, Copland, Cage, Coltrane, Shostakovich, and Zappa), we will consider how music and musicians supported and challenged ideologies on both sides of the Iron Curtain, and the sometimes surprising ways that political and economic structures influenced aesthetics. How and why did musical style acquire political meaning, such that complex and "avant-garde" music was understood as subversive under capitalism, but elitist under communism? What are the ethical issues when artists collaborate with ideologies and regimes they find distasteful—-and can one speak of ethics when survival is at stake? How can we understand this music in ways that go beyond "censorship" and "freedom"? We will use this material to tackle larger questions of art and politics: How can music have a political meaning beyond direct references to a state or ideology? What defines propaganda? Can a truly apolitical art exist? Students will be evaluated on class participation, two 6- to 8-page papers and one 12— page paper (with revisions), and a final presentation.
Class Format: lecture/discussion Requirements/Evaluation: evaluated on class participation, two 6- to 8-page papers and one 12-page paper (with revisions), and a final presentation Prerequisites: none Enrollment Limit: 19 Expected Class Size: 12 Enrollment Preferences: none
Dept. Notes: MUS group A electives - class of 2016 Distributional Requirements: Division 1 Writing Intensive Other Attributes: MUS Group A Electives

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: Anicia Timberlake

MUS 244(S) Opera Since Einstein (W) Crosslistings: MUS 244/THEA 243
After 400 years, we might assume we know what "opera" is. However, in recent decades the genre has moved far beyond our preconceptions. This course asks us to examine opera of the last forty years with fresh eyes and ears, expanding our understanding of the term to include the interdisciplinary, multimedia, cross-cultural work that has been created by composers, directors (Peter Greenaway, Peter Sellars, Robert Wilson), filmmakers, choreographers, and visual artists in that period. Using the 1976 premiere of Philip Glass's seminal *Einstein on the Beach* as a starting point, we will examine such diverse works as Adams's *Nixon in China* and *The Death of Klinghoffer*, Glass's *Satyagraha*, Tan Dun's *Marco Polo*, Neuwirth's *Lost Highway*, Unsuk Chin's *Alice in Wonderland*, Andriessen's *Writing to Vermeer*, Ades's *Powder Her Face*, Muhly's *Two Boys*, Monk's *Atlas*, and Ashley's television opera, *Perfect Lives*. We will also seize the opportunity to study Greenstein's new opera project, concurrently under development for production during the semester.
Class Format: discussion/lecture Requirements/Evaluation: evaluation based on 3 papers (6, 8, and 12 pages in length) and on class participation; drafts of two of these papers will be required Prerequisites: none Enrollment Limit: 19 Expected Class Size: 10 Enrollment Preferences: none Distributional Requirements: Division 1 Writing Intensive

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructors: W. Anthony Sheppard, Judd Greenstein

MUS 251 Introduction to the Music of Duke Ellington (W) Crosslistings: MUS 251/AFR 240
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 relationships between his music and parallel stylistic developments and influences from both within and outside of the jazz tradition will be discussed.
Class Format: lecture Requirements/Evaluation: 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 Prerequisites: ability to read music notation Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Jazz ensemble members and Music majors
Dept. Notes: MUS Group A Electives—class of 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Writing Intensive Other Attributes: AMST Arts in Context Electives MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Andrew Jaffe

MUS 252 Introduction to the Music of John Coltrane (W) Crosslistings: MUS 252/AFR 242
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.
Class Format: lecture Requirements/Evaluation: evaluation based on in-class participation and preparation, quizzes on assigned readings, midterm, final examinations and a final paper Prerequisites: MUS 103 and/or 203 strongly recommended; musical literacy sufficient to deal with the material and /or permission of instructor Enrollment Limit: 19 Expected Class Size: 10 Enrollment Preferences: musically literate students and Music majors
Dept. Notes: MUS Group A Electives—class of 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR Extra Info: 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 Distributional Requirements: Division 1 Writing Intensive Other Attributes: AMST Arts in Context Electives MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Andrew Jaffe

MUS 254 Charlie Parker and the (R)evolution of Modern Jazz
In the 1940s, Jazz turned a corner, transitioning from the functional and popular music of the swing era to the increasingly complex art music known as bebop. The practitioners of this new sub-genre were seen not as showmen or entertainers, but (in the words of poet Ralph Ellison) as "frozen faced introverts, dedicated to chaos." This class will survey the life and music of that decade's most pivotal figure, the brilliant alto saxophonist Charlie "Yardbird" Parker (1920-1955). The ubiquitous graffiti slogan "Bird Lives" that heralded his untimely death still rings true today, as his influence remains undimmed. In recent decades his music has become a cornerstone of jazz pedagogy, and increasingly is considered to represent more of an evolution than a revolution in jazz history. We will focus on Parker's musical development, with a particular emphasis on his study and musical apprenticeships with some of the major soloists of the swing era. Through score study, guided listening and composition assignments, the class will examine and practice applications of Parker's melodic, harmonic and rhythmic innovations. We will evaluate, compare and contrast examples of contemporary theoretical scholarship concerning his improvisational vocabulary. Parker's broader cultural significance and the intersections between his music and parallel artistic, social and political movements will also be addressed. While our focus will be on Charlie Parker, the class will also discuss the contributions made to modern jazz by his most prominent collaborators, including Dizzy Gillespie, Thelonious Monk, and Bud Powell. Additionally, we will consider his influence on subsequent generations of musicians by investigating personal anecdotes as well as the work of several "first generation disciples," such as Cannonball Adderley, Jackie McLean and Ornette Coleman. The class will culminate in a final multimedia project in which the students will explore Parker's musical influence on contemporary jazz musicians.
Class Format: lecture/discussion Requirements/Evaluation: weekly reading, listening and musical repertoire learning assignments, class participation including written responses to discussion prompts; brief transcription and or composition assignments Prerequisites: musical literacy sufficient to deal with material (MUS 103 suggested) and/or permission of instructor Enrollment Limit: 19 Expected Class Size: 10 Enrollment Preferences: Music majors, Jazz musicians
Dept. Notes: MUS Group A Electives—class of 2016 Extra Info: midterm and final exam, (both largely listening based); final multimedia interview project and presentation Distributional Requirements: Division 1 Other Attributes: AMST Arts in Context Electives MUS Group A Electives

Not Offered Academic Year 2016
LEC Instructor: Kris Allen

MUS 261(S) The Saint and the Countess: Lost Voices of Medieval Women (W) Crosslistings: MUS 261/WGSS 261
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.
Class Format: seminar Requirements/Evaluation: evaluation based on several short papers and presentations, and a final project and presentation Prerequisites: none Enrollment Limit: 10 Expected Class Size: 6 Enrollment Preferences: current or prospective Music and Women's Gender & Sexuality Studies majors
Dept. Notes: MUS Group A Electives—class of 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive Other Attributes: MUS Group A Electives

Spring 2016
SEM Section: 01 TR 08:30 09:45 Instructor: Jennifer Bloxam

MUS 266T Verdi and Wagner (W)
Born in the same year (1813), Giuseppe Verdi and Richard Wagner stand as the two central figures of nineteenth-century European opera. Their divergent approaches to the genre provoked heated debate that continues today. Both composers not only transformed the operatic forms they inherited, but they also had a significant impact on the cultural and political histories of their emerging nations. Throughout the semester we will juxtapose major works by these composers in order to investigate such topics as opera's relationship to its literary sources; the staging of opera; intersections between opera and film; connections between opera and political context; and biographical influences on the creation of opera. Our final meeting will be devoted to the broader operatic and cultural legacies of these two composers. Focusing on one opera per week, we will study Verdi's *Nabucco, Il trovatore, La traviata, Aida, Otello,* and *Falstaff*, and on Wagner's *Tannhaüser, 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.
Class Format: tutorial Requirements/Evaluation: 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 Class Size: 10 Enrollment Preferences: sophomores, juniors, and seniors
Dept. Notes: MUS Group A Electives—class of 2016 Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Writing Intensive Other Attributes: MUS Group A Electives

Not Offered Academic Year 2016
TUT Instructor: W. Anthony Sheppard

MUS 272T Music and Meaning (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.
Class 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 at a mutually convenient time Requirements/Evaluation: 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 Class Size: 10 Enrollment Preferences: sophomores and juniors
Dept. Notes: MUS Group A Electives—class of 2016 Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Writing Intensive Other Attributes: MUS Group A Electives

Not Offered Academic Year 2016
TUT Instructor: Marjorie Hirsch

MUS 273T 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.
Class Format: tutorial Requirements/Evaluation: 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 Class Size: 10 Enrollment Preferences: sophomores and juniors
Dept. Notes: MUS Group A Electives—class of 2016 Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Writing Intensive Other Attributes: MUS Group A Electives

Not Offered Academic Year 2016
TUT Instructor: Marjorie Hirsch

MUS 277 Men, Women, and Pianos
This course takes the piano, its repertory, and its performers as focal points for a social history of Western music, treating the piano as a locus around which issues of gender, class and race are played out in 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.
Class Format: lecture/discussion, two meetings per week Requirements/Evaluation: evaluation based on participation, several short papers and quizzes, and a final project Prerequisites: ability to read music Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: students who are taking or have taken piano lessons
Dept. Notes: MUS Group A Electives—class of 2016 Distributional Requirements: Division 1 Other Attributes:
MUS Group A Electives

Not Offered Academic Year 2016
LEC

MUS 278T(F) Carmen, 1845 to Now (D) (W) Crosslistings: MUS 278/WGSS 248
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 Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen Murdered!* and *The Naked Carmen* of 1970. We will 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.
Class Format: tutorial; 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 Requirements/Evaluation: 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 Prerequisites: none; ability to read music useful but not necessary Enrollment Limit: 10 Expected Class Size: 8 Enrollment Preferences: sophomores and juniors
Dept. Notes: MUS Group A Electives—class of 2016
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Exploring Diversity Writing Intensive Other Attributes: MUS Group A Electives

Fall 2015
TUT Section: T1 TBA Instructor: Jennifer Bloxam

MUS 279T American Pop Orientalism (D) (W)
This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media, including Hollywood film, television, popular song, Broadway musicals, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as *Madame Butterfly*, "Chinatown, My Chinatown," *The King and I*, *Sayonara*, *Flower Drum Song, Miss Saigon, Rising Sun, M. Butterfly*, *Aladdin*, and Weezer's *Pinkerton*. We will end the semester by considering the current state of Orientalism in American popular culture.
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.
Class Format: tutorial Requirements/Evaluation: 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 Prerequisites: previous related coursework and/or musical experience is desirable, but is not required Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: sophomores and juniors
Dept. Notes: MUS Group A Electives—class of 2016 Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Exploring Diversity Writing Intensive Other Attributes: AMST Arts in Context Electives ASAM Core Courses MUS Group A Electives

Not Offered Academic Year 2016
TUT Instructor: W. Anthony Sheppard

MUS 281-288(F,S) 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 pass/fail is also an option. (Note: partial credit music lessons taken pass-fail do not count as one of the three pass-fail options available to students for regular semester courses.) 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, which is fully subsidized for all students that meet the 10 lesson commitment. 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 Assistant to the Chair. 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, 02 Cello, 03 Clarinet, 04 Bass, 05 Flute, 06 Guitar, 07 Harpsichord, 08 Horn, 09 Jazz Piano, 10 Oboe, 11 Organ, 12 Percussion, 13 Piano, 14 Classical Saxophone, 15 Trumpet, 16 Viola, 17 Violin, 18 Voice, 19 Jazz Bass, 20 Jazz Vocal, 21 Trombone, 22 Harp, 23 Jazz Drum, 24 Jazz Saxophone, 25 Jazz Trumpet, 28 African Drumming, 29 Jazz Guitar, 30 Mbira, 31 Vocal/Songwriting, 32 Jazz Trombone 33 Sitar, 34 Tabla, 35 Erhu, 36 Yangqin, 37 Zheng, 38 Liuqin/Pipa, 39 Zhongruan
Prerequisites: permission of the individual instructor; enrollment limits apply to each section based upon availability and qualifications Distributional Requirements:
Non-divisional

Fall 2015
LSN Section: 01 TBA Instructor: Marjorie Hirsch

Spring 2016
LSN Section: 01 TBA Instructor: Marjorie Hirsch

MUS 291-298(F,S) Chamber Music Workshop
Classical and Jazz Chamber Music and other small departmental ensembles (including Chamber Choir, Percussion Ensemble, Chinese 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 the Coordinator, the coach, and the student, and turn that in to the Assistant to the Chair.
Class Format: partial credit fifth course Requirements/Evaluation: evaluation based on preparation for weekly coachings Prerequisites: permission of the Chamber Music Staff; enrollment limits will depend upon instructor availability Enrollment Limit: 12 Enrollment Preferences: more advanced students, to be determined by audition as necessary
Dept. Notes: students should register for 291 for their first semester enrolled in this course and should use the numbers 291-298 for subsequent semesters Extra Info: registration is through the music department vs. online Distributional Requirements:
Non-divisional

Fall 2015
LSN Section: 01 TBA Instructor: Marjorie Hirsch

Spring 2016
LSN Section: 01 TBA Instructor: Marjorie Hirsch

MUS 301 Modal Counterpoint
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.
Class Format: lecture Requirements/Evaluation: evaluation will be based on written exercises and emulation projects Prerequisites: MUS 103 or permission of instructor Enrollment Limit: 19 Expected Class Size: 12 Enrollment Preferences: Music majors and those with previous music theory training
Dept. Notes: MUS Group B Electives —class of 2016 Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Other Attributes:
MUS Group B Electives

Not Offered Academic Year 2016

LEC Instructor: Ed Gollin

MUS 305T Jazz Ear Training Tutorial
This tutorial is designed for jazz performers, composers and arrangers who have taken Music 212 or 104b 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.
Class Format: tutorial Requirements/Evaluation: evaluation based on assessment of weekly assignments as described above Prerequisites: MUS 212 or MUS 104b - functional jazz keyboard skills, and permission of instructor Enrollment Limit: 10 Expected Class Size: 8 Enrollment Preferences: those students judged by the instructor to be best prepared
Dept. Notes: MUS Group B Electives—class of 2016 Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Not Offered Academic Year 2016
TUT Instructor: Andrew Jaffe

MUS 307(F,S) Composition III
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: MUS 205T, 206T and permission of instructor; 2 students per instructor for both courses (MUS 307, 308)
Dept. Notes: MUS Group B Electives —class of 2016 Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Fall 2015
LEC Section: 01 TBA Instructors: Ileana Perez Velazquez, Zachary Wadsworth

Spring 2016
LEC Section: 01 TBA Instructors: Zachary Wadsworth, Ileana Perez Velazquez

MUS 308(F,S) Composition 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: MUS 205T, 206T and permission of instructor; 2 students per instructor for both courses (MUS 307, 308)
Dept. Notes: MUS Group B Electives—class of 2016 Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Fall 2015
LEC Section: 01 TBA Instructors: Ileana Perez Velazquez, Zachary Wadsworth

Spring 2016
LEC Section: 01 TBA Instructors: Zachary Wadsworth, Ileana Perez Velazquez

MUS 309(S) 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 when their work is performed.
Class 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 Requirements/Evaluation: project based; students must participate in small ensemble rehearsals as necessary Prerequisites: MUS 104b and permission of the instructor Enrollment Limit: 10 Expected Class Size: 3-5 Enrollment Preferences: Music Majors and Jazz Ensemble members
Dept. Notes: MUS Group B Electives—class of 2016 Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Spring 2016
LEC Section: 01 M 07:00 09:40 Instructor: Andrew Jaffe

MUS 371T Music Analysis: Music with Text (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.
Class Format: tutorial; students will attend one weekly group lecture and one weekly tutorial meeting Requirements/Evaluation: evaluation will be based on five analysis essays/presentations and five critiques of another student's analyses Prerequisites: MUS 104 Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: those with the most theory background (MUS 103/104, 201/202)
Dept. Notes: MUS Group A Electives—class of 2016 Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Writing Intensive Other Attributes: MUS Group A Electives

Not Offered Academic Year 2016
TUT Instructor: Ed Gollin

MUS 381(S) Choral Conducting
Choral conducting techniques will be developed through exercises and projects that encompass the many facets of this activity. Using the class as the primary practice choir, students will focus on conducting patterns applied to elements of interpretation, keyboard and vocal skills, issues of tuning and blend, rehearsal techniques, score study, and style and repertoire. Regular videotaping of conducting sessions will provide opportunities for students to study themselves. Repertoire will include a broad survey of works from the early Renaissance to early 21st century, accompanied and a cappella, and issues of conducting ensembles at various skill levels will be addressed.
Class Format: seminar/coaching sessions Requirements/Evaluation: evaluation will be based on regular conducting assignments and final projects Prerequisites: MUS 103 and 104 Enrollment Limit: 6 Expected Class Size: 4 Enrollment Preferences: upperclass students
Dept. Notes: MUS Group B Electives—class of 2016 Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Brad Wells

MUS 382(F) Orchestral Conducting
This course will introduce and develop a broad range of subjects associated with conducting, including: leadership, rehearsal techniques, physical and aural skills, interpretation, performance practices, 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 includes instrument demos, conducting videos and a trip to audit a private Boston Symphony rehearsal at Symphony Hall in Boston.
Class Format: seminar/lab Requirements/Evaluation: evaluation will be based on class participation, regular conducting assignments, midterm and final projects Prerequisites: membership in a Music Department ensemble preferred, permission of instructor Enrollment Limit: 6 Expected Class Size: 2-4 Enrollment Preferences: Music department ensemble members/upperclass students
Dept. Notes: MUS Group B Electives—class of 2016 Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Ronald Feldman

MUS 391(F,S) Advanced Musical Performance
Individual instruction in voice, keyboard, and most orchestral and jazz instruments offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be secured at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required.
Class Format: individual instruction Prerequisites: permission of the instructor and music faculty by the end of the first Friday of the semester; (Intended primarily for music majors); students must obtain a special form for this course election from the Music Department Office
Dept. Notes: music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Studies"
MUS Group B Electives—class of 2016 Extra Info: 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 the numbers 391, 392, 491, 492
should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391;numbers are selected without regard to semester taken or class year of student Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Fall 2015
IND Section: 01 TBA Instructor: Marjorie Hirsch

Spring 2016
IND Section: 01 TBA Instructor: Marjorie Hirsch

MUS 392(F,S) Advanced Musical Performance
Individual instruction in voice, keyboard, and most orchestral and jazz instruments offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be secured at the Music Department office a. Full credit lessons must be approved by the entire music faculty and an audition may be required.
Class Format: individual instruction Prerequisites: permission of the instructor and music faculty by the end of the first Friday of the semester; (Intended primarily for music majors); students must obtain a special form for this course election from the Music Department Office
Dept. Notes: Music 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"
MUS Group B Electives—class of 2016 Extra Info: 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 the numbers 391, 392, 491, 492
should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Fall 2015
IND Section: 01 TBA Instructor: Marjorie Hirsch

Spring 2016
IND Section: 01 TBA Instructor: Marjorie Hirsch

MUS 394(S) Junior Thesis: Music
This course involves independent study in history, theory of music or ethnomusicology, under the supervision of a member of the department, as preparation for the senior thesis.
Class Format: independent study Prerequisites: permission of department
Dept. Notes: MUS Group B Electives—class of 2016 Extra Info: may not be taken on a pass/fail basis Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Spring 2016
IND Section: 01 TBA Instructor: Marjorie Hirsch

MUS 402(S) Senior Seminar in Music: Bach's Legacy (W)
This seminar, the culminating course in the music major, examines how composers after Bach have engaged and responded to his legacy. We will trace the course of the Classical and early Romantic period "Bach Revival" through Mozart, Beethoven, and Mendelssohn, and explore how he was venerated in the later Romantic era by Brahms and Busoni. Our main focus, however, will be on how composers of the modern era have viewed him and used his music. We will explore the pertinence of Harold Bloom's theory of the "anxiety of influence" for understanding the ways in which contemporary classical composers ranging from Schoenberg and Webern through Peter Maxwell Davies and George Crumb engage Bach's music, and consider both the musical techniques and meanings of reworkings and quotations of Bach's music in jazz and popular styles.
Class Format: seminar Requirements/Evaluation: evaluation will be based on several papers totaling at least 20 pages, presentations, and class participation Prerequisites: MUS 202, 231, 232, 233 and permission of instructor Enrollment Limit: 12 Expected Class Size: 8 Enrollment Preferences: senior Music majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option Distributional Requirements: Division 1 Writing Intensive

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Jennifer Bloxam

MUS 491(F,S) Advanced Musical Performance
Individual instruction in voice, keyboard, and most orchestral and jazz instruments offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be secured at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required.
Class Format: individual instruction Prerequisites: permission of the instructor and music faculty by the end of the first Friday of the semester; (intended primarily for music majors); students must obtain a special form for this course election from the Music Department Office
Dept. Notes: Music 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"
MUS Group B Electives—class of 2016 Extra Info: 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 the numbers 391, 392, 491, 492
should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Fall 2015
IND Section: 01 TBA Instructor: Marjorie Hirsch

Spring 2016
IND Section: 01 TBA Instructor: Marjorie Hirsch

MUS 492(F,S) Advanced Musical Performance
Individual instruction in voice, keyboard, and most orchestral and jazz instruments offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be secured at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required.
Class Format: individual instruction Prerequisites: permission of the instructor and music faculty by the end of the first Friday of the semester; (intended primarily for music majors); students must obtain a special form for this course election from the Music Department Office
Dept. Notes: Music 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"
MUS Group B Electives—class of 2016 Extra Info: 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 the numbers 391, 392, 491, 492
should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Fall 2015
IND Section: 01 TBA Instructor: Marjorie Hirsch

Spring 2016
IND Section: 01 TBA Instructor: Marjorie Hirsch

MUS 493(F) Senior Thesis: Music
Music 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.
Class Format: independent study Prerequisites: permission of department
Dept. Notes: MUS Group B Electives—class of 2016 Extra Info: may not be taken on a pass/fail basis
this is part of a full-year thesis (493-494) Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Fall 2015
HON Section: 01 TBA Instructor: Marjorie Hirsch

MUS 494(S) Senior Thesis: Music
Music 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.
Class Format: independent study Prerequisites: permission of department
Dept. Notes: MUS Group B Electives—class of 2016 Extra Info: may not be taken on a pass/fail basis
this is part of a full-year thesis (493-494) Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Spring 2016
HON Section: 01 TBA Instructor: Marjorie Hirsch

MUS 497(F) Independent Study: Music
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.
Class Format: independent study Prerequisites: permission of department
Dept. Notes: MUS Group B Electives—class of 2016 Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Fall 2015
IND Section: 01 TBA Instructor: Marjorie Hirsch

MUS 498(S) Independent Study: Music
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.
Class Format: independent study Prerequisites: permission of department
Dept. Notes: MUS Group B Electives—class of 2016 Distributional Requirements: Division 1 Other Attributes: MUS Group B Electives

Spring 2016
IND Section: 01 TBA Instructor: Marjorie Hirsch

NEUROSCIENCE (Div. III)

Chair, Professor HEATHER WILLIAMS

Advisory Committee: Professors: N. SANDSTROM*, H. WILLIAMS, ZIMMERBERG. Assistant Professors: CARTER, LEBESTKY. Visiting Assistant Professor: WILLIAMSON. Affiliated faculty: HANE. Lecturer: MARVIN.

Neuroscience is a rapidly growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. The interdisciplinary nature of the field is apparent when surveying those who call themselves neuroscientists. Among these are anatomists, physiologists, chemists, psychologists, philosophers, molecular biologists, computer scientists, linguists, and ethologists. The areas that neuroscience addresses are equally diverse and range from physiological and molecular studies of single neurons, to investigations of how systems of neurons produce phenomena such as vision and movement, to the study of the neural basis of complex cognitive phenomena such as memory, language, and consciousness. Applications of neuroscience research are rapidly growing and include the development of drugs to treat neurodegenerative disorders such as Alzheimer's disease and Parkinson's disease, the use of noninvasive techniques for imaging the human brain such as PET scans and MRI, and the development of methods for repair of the damaged human brain such as the use of brain explants and implants. Combining this wide range of approaches and research methods to study a single remarkably complex organ—the brain—and the behavioral outcomes of its activity 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 from Biology *(Group A)* and one from 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 at the beginning of the spring semester of their junior year.

STUDY AWAY

You can find general study away guidelines for Neuroscience here.

REQUIRED COURSES

BIOL 101 The Cell
NSCI 201/BIOL 212/PSYC 212 Neuroscience
NSCI 401 Topics in Neuroscience
PSYC 101 Introductory Psychology

Students can ask the Neuroscience Program Chair whether 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 204/ NSCI 204 Animal Behavior
BIOL 209T/NSCI 209T Animal Communication
BIOL 310/NSCI 310 Neural Development and Plasticity
BIOL 311/NSCI 311 Neural Systems and Circuits
BIOL 407/NSCI 347 Neurobiology of Emotion

Group B

PSYC 312/NSCI 312 Brain, Behavior and the Immune System
PSYC 315/NSCI 315 Hormones and Behavior
PSYC 316/NSCI 316 Clinical Neuroscience
PSYC 317T/NSCI 317T Nature via Nurture: Topics in Developmental Psychobiology
PSYC 318/INTR 223/NSCI 318 Image, Imaging, and Imagining: The Brain and Visual Arts
PSYC 358/NSCI 358 Psychosis and the Biological Bases of Severe Mental Illness

NSCI 201(F) Neuroscience Crosslistings: NSCI 201/BIOL 212/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, consciousness and clinical disorders such as schizophrenia, spinal cord inury, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.
Class Format: lecture, three hours a week; laboratory, every other week
Requirements/Evaluation: evaluation will be based on a lab practical, lab reports, two hour exams and a final exam Prerequisites: PSYC 101 or BIOL 101; open to first-year students with permission of instructor Enrollment Limit: 72 Expected Class Size: 72 Enrollment Preferences: sophomores and Biology and Psychology majors Dept. Notes: does not satisfy the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: COGS Interdepartmental Electives NSCI Required Courses PSYC 200-level Group A Courses

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructors: Heather Williams, Lauren Williamson
LAB Section: 02 M 01:00 04:00 Instructor: Martha Marvin
LAB Section: 03 T 01:00 04:00 Instructor: Martha Marvin
LAB Section: 04 W 01:00 04:00 Instructor: Martha Marvin

NSCI 204(S) Animal Behavior Crosslistings: BIOL 204/NSCI 204
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.
Class Format: lecture/laboratory, six hours per week Requirements/Evaluation: evaluation will be based on examinations, lab reports, and a research paper Prerequisites: BIOL 102, or PSYC 101, or permission of instructor Enrollment Limit: 32 Expected Class Size: 32 Enrollment Preferences: Biology majors and Neuroscience concentrators Dept. Notes: satisfies the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: COGS Related Courses NSCI Group A Electives

Spring 2016
LEC Section: 01 MWF 08:30 09:45 Instructor: Heather Williams
LAB Section: 02 M 01:00 04:00 Instructor: Heather Williams
LAB Section: 03 T 01:00 04:00 Instructor: Heather Williams

NSCI 209T Animal Communication (W) Crosslistings: BIOL 209/NSCI 209
Animal communication systems come in as many varieties as the species that use them. What they have in common are a sender that encodes information into a physical signal and a receiver that senses the signal, extracts the information, and adjusts its subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will include the use of syntax to carry meaning in chickadee calls, the "piracy" of signaling system by fireflies, statements of identity and affiliation in the form of toothed whales' signature whistles, long-distance chemical attractants that allow male moths to find the object of their desire, and cultural evolution within learned signaling systems.
Class Format: tutorial Requirements/Evaluation: evaluation will be based on five 5-page papers, five short response papers, & the student's effectiveness in tutorial presentations. Prerequisites: BIOL 101 and BIOL212/PSYC212/NSCI201; open to sophomores, juniors, and seniors Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Biology majors and senior Neuroscience concentrators who need a Biology elective to complete the concentration Dept. Notes: satisfies the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Writing Intensive
Other Attributes: COGS Related Courses NSCI Group A Electives

Not Offered Academic Year 2016
TUT Instructor: Heather Williams

NSCI 310(S) Neural Development and Plasticity Crosslistings: BIOL 310/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 fruitfly, to the more complicated nervous systems of humans, examining the roles played by genetically specified programs and non-genetic influences.
Class Format: lecture Requirements/Evaluation: exams Prerequisites: BIOL 212 (same as PSYC 212 or NSCI 201) and BIOL 202 (or permission of instructor) Enrollment Limit: 24 Expected Class Size: 24 Enrollment Preferences: Biology majors; Neuroscience concentrators; Psych majors Dept. Notes: does not satisfy the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives NSCI Group A Electives

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Tim Lebestky
LAB Section: 02 M 01:00 04:00 Instructor: Tim Lebestky
LAB Section: 03 R 01:00 04:00 Instructor: Tim Lebestky

NSCI 311(F) Neural Systems and Circuits Crosslistings: BIOL 311/NSCI 311
This course will examine the functional organization of the vertebrate brain, emphasizing both neuroanatomy and neurophysiology. How do specific populations of neurons and their connections analyze sensory information, form perceptions of the external and internal environment, make cognitive decisions, and execute movements? How does the brain produce feelings of reward/motivation and aversion/pain? How does the brain regulate homeostatic functions such as sleep, food intake, and thirst? We will explore these questions using a holistic, integrative approach, considering molecular/cellular mechanisms, physiological characterizations of neurons, and connectivity among brain systems. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing experiments to elucidate the structure and function of neural systems using classical and cutting-edge techniques.
Class Format: lecture/lab, six hours per week Requirements/Evaluation: class participation, laboratory notebooks and posters, hour exams and a final exam Prerequisites: BIOL 212 (same as PSYC 212 or NSCI 201) or BIOL 205 Enrollment Limit: 24 Expected Class Size: 24 Enrollment Preferences: Biology majors and Neuroscience concentrators Dept. Notes: does not satisfy the distribution requirement in Biology
Distributional Requirements: Division 3
Other Attributes: NSCI Group A Electives

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Matt Carter
LAB Section: 02 M 01:00 04:00 Instructor: Matt Carter
LAB Section: 03 T 01:00 04:00 Instructor: Matt Carter

NSCI 312(S) Brain, Behavior, and the Immune System Crosslistings: PSYC 312/NSCI 312
In all animals, the immune system is the body's defense against the outside world. Immune function is strongly influenced by environmental and behavioral experiences, and the immune system has a dynamic relationship with the brain. We will study the interactions among the brain, behavior, and the immune system in models of health and disease. Specific topics to be examined include: immune cells and their signaling molecules, immune cells within the brain, sickness behaviors, learning and memory, nervous system development, multiple sclerosis, Alzheimer's disease, and nervous system injury and repair. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.
Class Format: seminar/lab Requirements/Evaluation: presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) or permission of instructor Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Psychology majors and Neuroscience concentrators Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: NSCI Group B Electives PSYC Empirical Lab Course

Spring 2016
SEM Section: 01 TR 08:30 09:45 Instructor: Lauren Williamson
LAB Section: 02 R 01:00 04:00 Instructor: Lauren Williamson

NSCI 315 Hormones and Behavior Crosslistings: PSYC 315/NSCI 315
In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system. We will also investigate the complex interactions between hormones and behavior. Specific topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.

Class Format: empirical lab course Requirements/Evaluation: presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Psychology majors and Neuroscience concentrators
Distributional Requirements: Division 3
Other Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Not Offered Academic Year 2016
LEC Instructor: Noah Sandstrom

NSCI 316(F) Clinical Neuroscience Crosslistings: PSYC 316/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.
Class Format: empirical lab course Requirements/Evaluation: evaluation will be based on position papers, class participation, and research project report Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Psychology majors and Neuroscience concentrators Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Fall 2015
LEC Section: 01 M 07:00 09:40 Instructor: Paul Solomon
LAB Section: 02 M 01:00 04:00 Instructor: Paul Solomon

NSCI 317T Nature via Nurture: Topics in Developmental Psychobiology Crosslistings: PSYC 317/NSCI 317
Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) that lead to individual differences in behavior. Modern neuroscience techniques have discovered new relationships between genes and behavior. Conversely, recent studies on the effects of social factors suggest critical environmental influences on the expression of these genetic determinants. This tutorial will explore the theoretical and empirical issues in animal models of behavioral epigenetics. Topics include child neglect, antisocial behavior, addiction, anxiety, risk-taking, empathy, and depression. 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.
Class Format: tutorial Requirements/Evaluation: each week, students will either present an oral argument based on a 5-page position paper or respond to their partners' paper; Weekly lab meetings will be held and empirical projects presented in a final poster session Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Neuroscience concentrators and Psychology majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: NSCI Group B Electives PHLH Biomedical Determinants of Health PHLH Reproductive, Maternal and Child Health PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Not Offered Academic Year 2016
TUT Instructor: Betty Zimmerberg

NSCI 318(S) Image, Imaging, and Imagining: The Brain and Visual Arts Crosslistings: PSYC 318/INTR 223/NSCI 318
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 conduct an empirical laboratory project that will explore their own experimental question in response to the course material. The class will include field trips to local museums.
Class Format: seminar and empirical lab course Requirements/Evaluation: evaluation will be based on a midterm, participation in class discussions, and a poster presentation of the empirical project Prerequisites: PSYC 101, an ARTH or ARTS course, or permission of instructor Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: Studio Art majors; Psychology majors and Neuroscience concentrators Extra Info: satisfies one semester of Division III requirement may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Betty Zimmerberg
LAB Section: 02 TF 02:35 03:50 Instructor: Betty Zimmerberg

NSCI 347 Neurobiology of Emotion Crosslistings: BIOL 407/NSCI 347
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.
Class Format: lecture, three hours per week Requirements/Evaluation: evaluation will be based on class participation and several short papers Prerequisites: BIOL 202 and 212; open to juniors and seniors Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: senior Biology majors who have not taken a 400-level Biology course; then to eligible NSCI concentrators Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives NSCI Group A Electives

Not Offered Academic Year 2016
SEM

NSCI 358(S) Psychosis and the Biological Bases of Severe Mental Illness Crosslistings: PSYC 358/NSCI 358
This course takes an in-depth look at the theory and research on serious mental illnesses with psychotic features, such as schizophrenia. Specifically, it examines the biological and psychological processes that lead to psychotic experiences and the prediction, diagnosis and treatment of psychosis. We will begin by investigating the historical understanding and diagnosis of schizophrenia and related disorders as well as how recent research finding have altered our understanding of the pathophysiology of these disorders and the mechanisms that impact severe mental illness. We will then discuss the improvements in treatment, diagnosis and prevention these findings have prompted. This will be accomplished by evaluation and critical analysis of empirical research findings produced using clinical neuroscience methods including neuroimaging, statistical and molecular genetics, and drug therapy.
Class Format: seminar Requirements/Evaluation: response papers, midterm exam and final term paper Prerequisites: PSYC 252 or permission of instructor Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Psychology majors Distribution Notes: meets Division 2 requirement if registration is under PSYC; meets Division 3 requirement if registration is under NSCI Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PSYC Area 5 - Clinical Psychology

Spring 2016
SEM Section: 01 MWF 11:00 12:15 Instructor: Kristen Haut

NSCI 397(F) Independent Study: Neuroscience
Independent study.
Class Format: independent study
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: Heather Williams

NSCI 398(S) Independent Study: Neuroscience
Independent study.
Class Format: independent study
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: Heather Williams

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, language, retrograde messengers, synaptic plasticity, and learning and memory.
Class Format: seminar and tutorial meetings Requirements/Evaluation: evaluation will be based on presentations, short papers, and a term paper Prerequisites: open only to seniors in the Neuroscience program Enrollment Limit: 18 Expected Class Size: 14 Dept. Notes: required of all senior students in the Neuroscience program Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: NSCI Required Courses

Fall 2015
SEM Section: 01 M 07:00 09:40 Instructor: Heather Williams

NSCI 493(F) Senior Thesis: Neuroscience
Neuroscience 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.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 3

Fall 2015
HON Section: 01 TBA Instructor: Heather Williams

NSCI 494(S) Senior Thesis: Neuroscience
Neuroscience 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.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 3

Spring 2016
HON Section: 01 TBA Instructor: Heather Williams

PERFORMANCE STUDIES

Advisory Committee: Associate Professor: KAGAYA *(Coordinator).* Professors: DARROW**, D. EDWARDS*, EPPEL**, HOPPIN**, OCKMAN, W. A. SHEPPARD. Associate Professors: L. JOHNSON, MLADENOVIC. Assistant Professors: BURTON,, 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.

PERF Interdepartmental Electives

ARTH 361/INTR 361/WGSS 361 Writing about Bodies
JAPN 276/COMP 278 Premodern Japanese Literature and Performance
THEA 104/COMP 104 Critical Approaches to Theatre and Performance
THEA 204 Acting II
THEA 236 Political Theatre Making
THEA 250/ENGL 253/WGSS 250/COMP 247 Gender, Sexuality and the Modern Stage

PHILOSOPHY (Div. II)

Chair, Professor MELISSA BARRY

Professors: CRUZ, DUDLEY*, GERRARD, SAWICKI, WHITE***. Associate Professors: BARRY**, MCPARTLAND, MLADENOVIC. Lecturer: J. PEDRONI. Visiting Assistant Professor: 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 to philosophical issues, and will provide them with a basis for evaluating and contributing to contemporary debates.

The Philosophy major consists of nine semester courses: four required courses and five electives. The required courses are: any 100-level philosophy course, Philosophy 201 (History of Ancient Greek Philosophy), Philosophy 202 (History of Modern Philosophy), and Philosophy 401 (Senior Seminar). The five electives are 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]. We recommend the following trajectory through the major:

By the end of the first year, complete at least a 100-level philosophy course, or 201, or 202.
By the end of the second, year, complete at least a 100-level philosophy, 201, *and* 202.
By the end of the junior year, complete a 100-level course, 201, 202, and at least three other philosophy courses. The electives should fall into at least two distribution "baskets"; at least one course should be a tutorial (or a small, writing-intensive class); a logic course is recommended.

Courses taught in other departments at Williams or at other institutions will not count toward the distribution requirement (Williams-Exeter tutorials may count, however, with the approval of the Department Chair). Up to two cross-listed courses taught in other departments may count as electives toward the major. No more than one 100-level course may count toward the major.

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. 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 (15 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 thoroughness, independence, and originality of the student's work.

STUDY AWAY

The Williams-Exeter Programme at Oxford (WEPO): the first full Oxford philosophy tutorial will count as the equivalent of two full-semester philosophy courses at Williams; the second full Oxford philosophy tutorial will count as the equivalent of one full-semester philosophy course at Williams, for a total of three Williams philosophy courses. Courses must be pre-approved by the Chair of the Philosophy Department, who will also determine which, if any, courses will count toward the philosophy major distribution requirements.

Courses taken in other Study Away programs: Students may petition the Philosophy Department for credit for philosophy courses taken at their Study Away institution. They should consult with the department Chair before they commit to a program. Final determinations will be made on the basis of the course syllabus and the quality of the student's written work for the course. Typically, courses taken while studying away will not fulfill distribution requirements for the philosophy major at Williams.

PHIL 109T(F) Skepticism and Relativism (W)

Intellectually, we are ready skeptics and relativists. We doubt, we point out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, agnosticism is the only alternative to foolish superstition, and moral relativism and, consequently, nihilism are obvious. But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? In this tutorial, we will investigate the nature of skepticism and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughgoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our skepticism and relativism are the result of our own laziness and failure? Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any "answer" will only be "true" for you. Right?
Class Format: tutorial Requirements/Evaluation: 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 Prerequisites: none; this tutorial is an appropriate first course in PHIL Enrollment Limit: 8 Expected Class Size: 8 Enrollment Preferences: first-years and sophomores Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive

Fall 2015
TUT Section: T1 TBA Instructor: Joseph Cruz

PHIL 112 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? Are we basically self-interested or other directed? What relevance does knowing our nature have to how we

understand and arrange our ethical and political life? Our happiness? How we educate our children? Discipline and punishment? 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, Hume, Marx, Nietzsche, Freud, Rawls, Nozick and Foucault. Readings from the natural and social sciences will also be included.
Class Format: discussion **Requirements/Evaluation:** frequent short papers (some graded, some p/f), class participation **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-years and sophomores
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Jana Sawicki

PHIL 114(F) Freedom and Society (W)
Freedom is one of our fundamental values as Americans. It is emphasized in our founding documents, and it occupies a central place in our contemporary political discourse. But do we ask: What is freedom? and Why do we value it? In the first unit of this course, we will consider the relationship between freedom and social order. Do society's laws limit our freedom in order to make us safe? Or do laws somehow enhance or enable our freedom? We will read Thomas Hobbes, John Locke, and Jean-Jacques Rousseau in seeking answers to these questions. We will then turn to some specific social forms in the second unit. We will ask whether they promote or preclude our freedom. We will read Adam Smith and Karl Marx on capitalism, Simone de Beauvoir on gender, and Martin Luther King Jr. on race.
Class Format: seminar **Requirements/Evaluation:** weekly reading response papers; take-home midterm and final exams **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-years and sophomores
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Interdepartmental Electives JLST Theories of Justice/Law

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Justin Shaddock

PHIL 115(S) Personal Identity (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 the 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.
Class Format: seminar **Requirements/Evaluation:** class attendance, preparedness and participation; small group meetings; weekly short writing assignments **Prerequisites:** none; open to first year students **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-years and sophomores
Distributional Requirements: Division 2 Writing Intensive

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Bojana Mladenovic

PHIL 116(S) Perception and Reality (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.
Class Format: seminar **Requirements/Evaluation:** active participation; five (4-6 page) essays **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-years and sophomores
Distributional Requirements: Division 2 Writing Intensive

Spring 2016
SEM Section: 01 MW 11:00 12:15 Instructor: Joseph Cruz

PHIL 117 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.
Class Format: seminar **Requirements/Evaluation:** frequent short papers **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-years and sophomores
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Steven Gerrard

PHIL 119(F) Introduction to Moral and Political Philosophy: Plato with Footnotes (W)
This course addresses a central question in practical philosophy: How should we live? The question has two parts: What is the best life for individuals? And what social and political arrangements make such a life possible? In attempting to answer these questions we also engage related theoretical questions concerning what is real and how we have access to it. We begin with readings from Plato's Republic—a seminal work in the history of philosophy that illustrates the inseparability of theoretical and practical questions and has exerted a powerful influence on nearly every subsequent attempt to answer these questions in the context of the Western philosophical tradition. While reading the Republic, we also consider some of the best of these attempts in the Western philosophical canon ("footnotes on Plato" by Aristotle, Hobbes, Kant, Mill, Nietzsche and others) and the challenges they present to Plato's conclusions.
Class Format: seminar **Requirements/Evaluation:** six 2-page papers, two 5-page papers, presentations, participation **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students, prospective and actual majors
Extra Info: not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD Ethical Issues of Leadership LGST Interdepartmental Electives

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Jana Sawicki

PHIL 121(F) Truth, Goodness, and Beauty (W)
In our everyday lives, we routinely assume that our clocks can tell us the truth about what time it is, that committing murder is wrong, and 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.
Class Format: seminar **Requirements/Evaluation:** attendance, frequent short papers totaling about 30 pages, class participation **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year students and potential Philosophy majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive

Fall 2015
SEM Section: 01 MWF 11:00 11:50 Instructor: Alan White

PHIL 123(S) Objectivity in Ethics (W)
Is morality simply 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.
Class Format: seminar **Requirements/Evaluation:** participation in discussion; short response papers; four 5-page papers **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-years and sophomores **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Melissa Barry

PHIL 126(S) 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.*
Class Format: seminar **Requirements/Evaluation:** several short writing assignments and a longer final paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-years and sophomores
Distributional Requirements: Division 2 Writing Intensive

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Keith McPartland

PHIL 128(F,S) Utopias and Dystopias (W)
The touchstone of our course will be Plato's *Republic*: the first and perhaps greatest Utopia as well as perhaps the greatest work in political philosophy. We will prepare for the *Republic* by reading two Socratic dialogues: the *Euthyphro* and the *Meno*. After several weeks on the *Republic* we will turn to Shakespeare's last play: *The Tempest*. From there it is a natural transition to Aldous Huxley's *Brave New World*. We will continue with B. F. Skinner's *Walden Two*, and finish by comparing the dystopias of the first book and first film of *The Hunger Games*.
Class Format: seminar **Requirements/Evaluation:** several short papers totaling at least twenty pages **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-years and sophomores
Distributional Requirements: Division 2 Writing Intensive

Fall 2015
SEM Section: 01 MWF 10:00 10:50 Instructor: Steven Gerrard

Spring 2016
SEM Section: 01 MWF 12:00 12:50 Instructor: Steven Gerrard

PHIL 201(F) History of Ancient Greek Philosophy Crosslistings: PHIL 201/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.
Class Format: lecture/discussion Requirements/Evaluation: short papers, possibly supplemented by one or more exams Prerequisites: none; open to first-year students Enrollment Limit: none Expected Class Size: 20-40 Dept. Notes: Required course for Philosophy majors Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Keith McPartland

PHIL 202(S) History of Modern Philosophy
This course provides an introduction to Modern Philosophy of the 17th and 18th Centuries, with a focus on metaphysics and epistemology.
Topics: What can we know through our senses? Can we know anything through reason alone? What is the nature of the mind? What is the nature of bodies? Are bodies independent of minds? Do bodies interact with minds? Do bodies interact with other bodies? What are space and time? What can we know about God? Authors: Descartes, Locke, Berkeley, Leibniz, Hume, and Kant.
Class Format: lecture Requirements/Evaluation: weekly papers plus midterm and final exams Prerequisites: none Enrollment Limit: none Expected Class Size: 30 Dept. Notes: Required course for Philosophy majors
Distributional Requirements: Division 2

Spring 2016
LEC Section: 01 MWF 12:00 12:50 Instructor: Justin Shaddock

PHIL 203(S) Logic and Language (Q)
Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.
Class Format: lecture/discussion Requirements/Evaluation: a midterm, a final, frequent homework and problem sets Prerequisites: none Enrollment Limit: none Expected Class Size: 50-80
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Steven Gerrard

PHIL 205 Recent Continental Philosophy
Nineteenth- and twentieth-century European philosophy gave rise to an astounding number of brilliant thinkers (including Kierkegaard, Nietzsche, Heidegger, Arendt, Lacan, Adorno, Gadamer, Habermos, 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 interpretive skills.
Class Format: lecture/discussion Requirements/Evaluation: several short papers, a final 8- to 10-page paper, regular attendance and participation Prerequisites: none; PHIL 102 recommended Enrollment Limit: 15 Expected Class Size: 10-15
Distributional Requirements: Division 2

Not Offered Academic Year 2016

PHIL 207 Contemporary Philosophy of Mind (W)
The philosophy of mind has been one of the liveliest and most active areas of philosophical inquiry over the last century, and it has taken a place at the center of the field. Part of the explanation for this is the rise of compelling scientific accounts of who and what we are. The question of whether the mind can be fully understood within a physicalist, materialist framework has taken on an exciting urgency. In this course we will investigate the mind/body problem, mental representation, the conceptual and nonconceptual content of mental states, and the nature of consciousness. Throughout we will attend to the relevant empirical literature.
Class Format: seminar Requirements/Evaluation: weekly two page papers on focused topics and two 8- to 10-page papers Prerequisites: at least one prior 100- or 200-level PHIL course Enrollment Limit: 19 Expected Class Size: 14 Enrollment Preferences: prospective Philosophy majors and Cognitive Science concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses

Not Offered Academic Year 2016
SEM Instructor: Joseph Cruz

PHIL 208 Philosophy of Education: DuBois versus Washington
At the beginning of the last century Booker T. Washington and W.E.B. DuBois engaged in a great debate about the nature of education. Their dispute raised some of the deepest questions in philosophy: consequentialism versus deontology, the goals of happiness versus dignity, long term versus short term goals, and more. We will begin with Washington's classic article "Industrial Education for the Negro" and DuBois' classic "The Talented Tenth". We will continue with J. S. Mill's *Utilitarianism* and Kant's *Grounding for the Metaphysics of Morals*, considering these books as works in the philosophy of education. We will read the great 20th century philosopher who saw education as the foundation of democracy: John Dewey. We will also study contemporary philosophers who have written on education, such as Martha Nussbaum and Cornel West.
Class Format: seminar Requirements/Evaluation: short papers, longer final paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: Philosophy majors and Africana Studies concentrators, then sophomores, then first-years
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Steven Gerrard

PHIL 209(S) Philosophy of Science
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."
Class Format: seminar with a short lecture component in each class
Requirements/Evaluation: class attendance, preparedness and participation; three short assignments; three 5 pages long papers, the last of which will be the final paper, due a week after the end of classes Prerequisites: one PHIL course, or declared major in a natural science, or permission of instructor Enrollment Limit: 19 Expected Class Size: 10-15 Enrollment Preferences: Philosophy majors and prospective majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: COGS Related Courses HSCI Interdepartmental Electives PHIL Contemp Metaphysics & Epistemology Courses SCST Elective Courses

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Bojana Mladenovic

PHIL 212(F) Ethics and Reproductive Technologies (W) Crosslistings: PHIL 212/WGSS 212
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, (possibly) including pre-implantation genetic (diagnosis) (PGD), 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.
Class Format: discussion Requirements/Evaluation: active participation in class discussions, four to five short reflection papers, and two longer papers (5-10 pages) Prerequisites: none, but introductory-level course in PHIL and/or WGSS highly recommended Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Women's, Gender and Sexuality Studies majors Dept. Notes: meets Contemporary Value Theory requirement only if registration is under PHIL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Julie 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.
Class Format: tutorial; 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 Requirements/Evaluation: evaluation will be based on written work, on oral presentations of that work, and on oral critiques Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: declared

and prospective Philosophy majors and students committed to taking the tutorial **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2015
TUT Section: T1 TBA Instructor: Julie Pedroni

PHIL 216(S) **Philosophy of Animals (W)** **Crosslistings:** PHIL 216/ENVI 216
This course will investigate the mental lives of non-human animals. 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.
Class Format: seminar **Requirements/Evaluation:** four 4- to 6-page papers and one 10- to 12-page final paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students with at least one previous philosophy course **Dept. Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses

Spring 2016
SEM Section: 01 M 07:00 09:40 Instructor: Joseph Cruz

PHIL 220T(S) **Happiness (W)**
According to Aristotle the ultimate good is happiness—-everything we desire we desire for the sake of happiness. Yet what is it to be happy? Should we value other things (say justice or passionate commitment and curiosity) over happiness? Are happiness and pleasure the same thing? Is happiness an emotional or mental state or is it a social construct? What do the social and psychological sciences have to teach us about happiness? Philosophy? Is the happy life a life of virtue? Does being virtuous guarantee happiness? How important are honor, money, love, work, friendship and our connections to others to our happiness? In this tutorial we will read from Ancient, modern and contemporary philosophical sources as well several relevant studies in the social sciences and positive psychology movement in order to engage questions concerning happiness.
Class Format: tutorial **Requirements/Evaluation:** five 5-page papers and six 2-page papers **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** prospective Philosophy majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive

Spring 2016
TUT Section: T1 TBA Instructor: Jana Sawicki

PHIL 222(F) **Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science** **Crosslistings:** COGS 222/PHIL 222/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.
Class Format: lecture/discussion **Requirements/Evaluation:** midterm and final exams, and self-paced weekly exercises **Prerequisites:** PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** first-year and sophomore students **Dept. Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributional Requirements: Division 2
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses PSYC 200-level Group A Courses

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructors: Kris Kirby, Joseph Cruz

PHIL 223(F) **Philosophy of Sport**
Sports: many of us (at Williams, in the US, throughout most of the world) play them, yet more of us watch them, and we invest not only our time but enormous amounts of money in them (we build sports arenas, not cathedrals; in 2013, in 40 of the 50 United States, the highest-paid public official was a football or basketball coach). Why do sports matter so much to us? Should they? The topics we consider in responding thoughtfully to these questions will include sports and health, sports and education, ethical issues in sports (including issues of class, gender, and race), and sports and beauty.
Class Format: lecture/discussion **Requirements/Evaluation:** short writing assignments for most classes **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** seniors, then juniors, then sophomores
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Alan White

PHIL 225(S) **Existentialism**
What is Existentialism? Philosophers since Socrates have asked why a human life is worth living. Following Kant philosophers have considered freedom essential to a valuable life. How do existentialists differ? While Socrates and Kant maintain that reason is intrinsic to freedom and a worthwhile life, Existentialists hold our irrationality paramount. We will explore their treatments of anxiety, boredom, despair, religious belief, tragedy, guilt, care, death, nausea, shame, sadism, and masochism. Authors will include Kierkegaard, Nietzsche, Heidegger, and Sartre.
Class Format: seminar **Requirements/Evaluation:** four mid-length papers **Prerequisites:** none **Expected Class Size:** 20 **Enrollment Preferences:** none
Distributional Requirements: Division 2
Other Attributes: PHIL History Courses

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Justin Shaddock

PHIL 227 **Death and Dying (W)**
In this course we will examine traditional philosophical approaches to understanding death and related concepts, with a special focus on the ethical concerns surrounding death and care for the dying. We will begin with questions about how to define death, as well as reflections on its meaning and function in human life. We will move on to examine ethical issues of truth-telling with terminally ill patients and their families, decisions to withhold or withdraw life-sustaining treatments, the care of seriously ill newborns, physician-assisted suicide, euthanasia, and 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.
Class Format: lecture/discussion **Requirements/Evaluation:** 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 **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 10-15
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not Offered Academic Year 2016
LEC Instructor: Julie Pedroni

PHIL 228(S) **Feminist Bioethics (D) (W)** **Crosslistings:** PHIL 228/WGSS 228
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.
Class Format: lecture/discussion **Requirements/Evaluation:** 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) **Prerequisites:** none, although previous coursework in WGSS is desirable **Enrollment Limit:** 19 **Expected Class Size:** 8-10 **Enrollment Preferences:** Women's, Gender and Sexuality Studies and Philosophy majors **Dept. Notes:** meets Contemporary Value Theory requirement only if registration is under PHIL
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Spring 2016
LEC Section: 01 Cancelled

PHIL 229 **19th Century Philosophy**
This course provides an introduction to 19th Century Philosophy, with a focus on the distinctive theme of criticism. We consider Hegel's criticisms of our natural conceptions of freedom and religion; Marx's criticisms of capitalism and its ideology; Kierkegaard's criticisms of aesthetic, ethical, and rational lives; Nietzsche's criticism of Christianity and its morality; and Freud's criticisms of civilization and religion. By comparing and evaluating these powerful and influential criticisms, we will be able to assess the tradition of philosophy in the 19th Century.
Class Format: lecture **Requirements/Evaluation:** five papers of five to six pages **Prerequisites:** none **Enrollment Limit:** none **Expected Class Size:** 20 **Enrollment Preferences:** none
Distributional Requirements: Division 2
Other Attributes: PHIL History Courses

Not Offered Academic Year 2016
LEC Instructor: Justin Shaddock

PHIL 231(S) **Ancient Political Thought** **Crosslistings:** PSCI 231/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.
Class Format: lecture/discussion **Requirements/Evaluation:** three 6- to 8-page papers **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 18 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Mark Reinhardt

PHIL 232 **Modern Political Thought (W)** **Crosslistings:** PSCI 232/PHIL 232
This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: lecture/discussion **Requirements/Evaluation:** four formal papers of 5-7 pages; brief informal writing tasks inside and outside of class **Prerequisites:** none; open to all **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI Political Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Laura Ephraim

PHIL 235T **Morality and Partiality: Loyalty, Friendship, Patriotism** (W)
The aim of this tutorial is to critically examine the nature, importance, and ethical value of personal attachments and loyalties. Loyalty is frequently expected by family, friends and lovers, and demanded by institutions, religious and political communities, as well as by the state. A person incapable of loyalty is often characterized as fickle, cold, self-serving and sometimes even pathological. However, the status of loyalty as a virtue has always been suspect: it has been argued that it is incompatible with impartiality, fairness and equality, and claimed that it is always exclusionary. So, some relationships with other people—such as friendships, familial ties, love, patriotism—seem to be ethically desirable, central to the quality of our lives, and yet prima facie in tension with the widely held belief that morality requires impartiality and equal treatment of all human beings. Are we ever justified in having more concern, and doing more, for our friends, family, community or nation? Does morality require that we always subordinate our personal relationships to universal principles? Is patriotism incompatible with cosmopolitanism, and if so, which of the two should we value? If loyalty is a virtue, what are the proper limits of its cultivation and expression?
Class Format: tutorial; tutorial pairs will meet with the instructor for one hour a week **Requirements/Evaluation:** tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner **Prerequisites:** none; open to first year students **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Philosophy majors and then sophomores **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Bojana Mladenovic

PHIL 236 **Contemporary Ethical Theory** (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 find their roots in earlier thinkers — consequentialism in Mill and Sidgwick, deontology in Kant — our focus will be on contemporary developments of these views. We'll conclude by examining contractualism, which attempts to transcend the divide between 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.
Class Format: seminar **Requirements/Evaluation:** short response papers; an 8- to 10-page midterm paper; a 10- to 12-page final paper **Prerequisites:** at least one PHIL course or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 10-15 **Enrollment Preferences:** Philosophy majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVP SC-B Group Electives JLST Theories of Justice/Law PHIL Contemporary Value Theory Courses

Not Offered Academic Year 2016
SEM Instructor: Melissa Barry

PHIL 241 **Contemporary Metaphysics** (W)
In this course, we will examine a number of issues in contemporary metaphysics. Possible topics include: realism and anti-realism, the problem of universals, the nature of necessity, causation, material constitution, the nature of time, personal identity, and freedom of the will. While we will be concerned to place our discussions of these issues in historical context, almost all of the reading for the class will consist in articles written by contemporary philosophers working in what is sometimes called the "analytic" tradition.
Class Format: lecture and discussion **Requirements/Evaluation:** two long papers (at least one of which will be re-written), short response papers, and active participation in class **Prerequisites:** one PHIL course; familiarity with formal logic helpful but not required **Enrollment Limit:** 15 **Expected Class Size:** 10-15
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses

Not Offered Academic Year 2016
LEC Instructor: Keith McPartland

PHIL 244T(S) **Environmental Ethics** **Crosslistings:** ENVI 244/PHIL 244
What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.
Class Format: tutorial **Requirements/Evaluation:** one 5- to 7-page essay every other week (6 in all) and carefully prepared oral responses to partners' essays in alternate weeks; evaluation will be based on essays, oral critiques, and quality of discussion **Prerequisites:** ENVI 101 or one course in PHIL **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators **Dept. Notes:** meets Value Theory requirement only if registration is under PHIL **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: PHIL Contemporary Value Theory Courses

Spring 2016
TUT Section: T1 TBA Instructor: Julie Pedroni

PHIL 271T **Woman as "Other"** (D) (W) **Crosslistings:** PHIL 271/WGSS 271
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 Irigary and Judith Butler. This course has been designated EDI because it explores identity formation under conditions of inequality.
Class Format: tutorial; students will work in pairs **Requirements/Evaluation:** each student will write/present orally a 5-page essay every other week; those not presenting essays will prepare oral critiques of partners' essays; evaluation based on written work, oral presentations of essays and critiques **Prerequisites:** one course in either PHIL or WGSS **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current and prospective Philosophy and Women's, Gender and Sexuality Studies majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses WGSS Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Jana Sawicki

PHIL 272T **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.
Class Format: tutorial; students meet with the instructor in pairs for roughly an hour each week **Requirements/Evaluation:** each student will write a 5- to 6-page paper every other week and comment on his or her tutorial partner's paper in alternate weeks **Prerequisites:** at least one PHIL course, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current and prospective Philosophy majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Theories of Justice/Law PHIL Contemp Metaphysics & Epistemology Courses

Not Offered Academic Year 2016
TUT Instructor: Melissa Barry

PHIL 274T **Messing with People: The Ethics of Human Experimentation** (W)
The Tuskegee Syphilis Study and Stanley Milgram's Obedience experiments are infamous. Yet, other lesser known experiments are equally important landmarks in research ethics, as well, such as the Willowbrook experiment, in which residents of a state home for mentally impaired children were intentionally infected with a virus that causes hepatitis, and the Kennedy-Krieger Lead Abatement study, which tested the efficacy of a new lead paint removal procedure by housing young children in partially decontaminated homes and testing those children for lead exposure. In this sophomore tutorial we'll 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.
Class Format: tutorial; students will meet with the professor in pairs for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on their partners' essays in alternate weeks **Requirements/Evaluation:** evaluations will be based on written work, on oral presentations of that work, and on oral critiques **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** prospective Philosophy majors and students committed to taking the tutorial **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not Offered Academic Year 2016
TUT Instructor: Julie Pedroni

PHIL 280 **Frege, Russell, and the Early Wittgenstein**
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.
Class Format: seminar Requirements/Evaluation: two short papers (5 pages) and one longer final paper (12-15 pages) Prerequisites: PHIL 102 Expected Class Size: 12-15
Enrollment Preferences: Philosophy majors, then seniors and juniors of any major
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Steven Gerrard

PHIL 281T Philosophy of Religion (W) Crosslistings: PHIL 281/REL 302
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 will examine the relationship between god and morality. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, Freud, Marx, and several contemporary philosophers.
Class Format: tutorial; students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing Requirements/Evaluation: each student will write a 5- to 6-page paper every other week and comment on his or her tutorial partner's paper in alternate weeks
Prerequisites: one PHIL course or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: current and prospective Philosophy majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses

Not Offered Academic Year 2016
TUT Instructor: Melissa Barry

PHIL 288(S) Embodiment and Consciousness: A Cross-Cultural Exploration
Crosslistings: REL 288/PHIL 288
This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.
Class Format: seminar Requirements/Evaluation: regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages) Prerequisites: some background in either PSYC, COGS, PHIL or permission of instructor Enrollment Limit: 18 Expected Class Size: 18 Enrollment Preferences: Religion and Philosophy majors
Distributional Requirements: Division 2
Other Attributes: COGS Interdepartmental Electives PHIL Contemp Metaphysics & Epistemology Courses

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructors: Georges Dreyfus, Joseph Cruz

PHIL 289T Socrates (W) Crosslistings: PHIL 289/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.
Class Format: tutorial Requirements/Evaluation: five tutorial papers and a final paper
Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: first-years and sophomores; some preference will be given to prospective Philosophy and Classics majors Dept. Notes: meets History requirement only if registration is under PHIL Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses

Not Offered Academic Year 2016
TUT Instructor: Keith McPartland

PHIL 291T 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."
Class Format: tutorial Requirements/Evaluation: tutorial papers and responses to partner's tutorial papers, in alternating weeks; participation in tutorial discussions Prerequisites: none
Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Philosophy majors and potential majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Alan White

PHIL 294T Philosophy and Narrative Fiction (W) Crosslistings: PHIL 294/COMP 294
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, Ecco, 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.
Class Format: tutorial Requirements/Evaluation: all students will attend Monday evening film screenings and discussions; tutorial pairs will meet with instructor for 1 hr a week; each student will write a 5-pg paper every 2nd week, and comment on the tutorial partner's paper on alternate weeks Prerequisites: none; open to all Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: students who demonstrate strong commitment to the course; prospective majors in PHIL, COMP or LIT and to students especially interested in film
Dept. Notes: meets Value Theory requirement only if registration is under PHIL Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP Extra Info: no final paper; in addition, there will be weekly Monday evening film screenings, followed by class discussion; attendance of the screenings is mandatory may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Bojana Mladenovic

PHIL 295(F) Philosophy of Film and Film Theory (W) Crosslistings: PHIL 295/COMP 295
Philosophy of film is a relatively young, but very rich and rapidly growing field. Its central question—What is film?—has been approached and framed in many different ways; naturally, the answers to that question, and the theoretical assumptions that underlie the answers, differ as well. This course will offer a selective overview of the debates that characterized philosophy of film since the early 20th century. Starting with early film theorists (such as Munsterberg, Arnheim, Bazin, and Soviet formalists), we will examine how their insights and disagreements influenced later developments in continental and analytic philosophy of film, and in film theory. While looking at film as art, as document, as experiment and as entertainment, we will always keep in sight specific theoretical assumptions that underlie different understandings of film, and different critical approaches to the medium. Some of the questions we will ask are: What is the nature of filmic representation? Does film accurately capture reality, as no other art does? Does it advance our thinking and increase our knowledge of the world? Or is it a supreme illusion, a dream-like escape, the domain in which the viewer's unconscious wishes are magically fulfilled? How does film generate meaning? Is film a creation of a single artist - the director, the author - or is it a result of a loosely synchronized and not quite coherent collaboration of many different people, each guided by her or his particular vision? Is there a room for the notion of collective intention in filmmaking? What is the nature of audience's response to film? Why do we seek to experience through film fear and anguish that we avoid in our daily lives? Are there ethical considerations that should govern both film production and spectatorship? Finally, is there a reason for philosophy of film and film theory to exist as a separate field? Is philosophy of film really autonomous, independent from traditional philosophical disciplines which help generate its central questions, such as aesthetics, philosophy of art, epistemology, ontology, semiotics, ethics, social and political philosophy? Is film today really distinct from a number of new, emerging visual media? How should we think about the boundaries and methods of theorizing about film?
Class Format: seminar Requirements/Evaluation: this is a reading, writing & viewing intensive class; evaluation will be based on class participation, 5 short response papers (about 800 words each), & two 5 pages long papers Prerequisites: none; open to first year students
Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Philosophy majors and intended majors; students especially interested in film; and by seniority

Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP Extra Info: the second of which will be due after the end of classes; class attendance and Tuesday evening film screenings are mandatory may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Bojana Mladenovic

PHIL 301 Textual Meaning and Interpretation (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, Austen, 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).
Class Format: seminar Requirements/Evaluation: class participation, 10 short weekly response papers, and 2 longer (5-7 page) papers Prerequisites: PHIL 102 or 103; open to all students Enrollment Limit: 19 Expected Class Size: 5-12 Enrollment Preferences: Philosophy majors
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Bojana Mladenovic

PHIL 304(F) Philosophy of Language (W)
This will be a course in the philosophy of language at it has developed over the past century and a half in the analytic tradition. We will narrow our focus even further and will concentrate primarily on meaning, reference and truth. What sorts of things can be true or false? We ordinarily claim that sentences are true or false, but are there other entities whose truth and falsity explains the truth and falsity of sentences? If there are such things—we'll call them propositions—what are they like? If there aren't such things, how do we characterize meaningfulness instead? What is it for a sentence or a proposition to be true? We think that there is a difference between a linguistic object's being meaningful and its having a referent. For example, many people would agree that 'Keith's favorite unicorn' is a meaningful expression. However, few (haters gonna hate) would say that the expression has a referent. It is difficult, however, to get clear on the relation between the meaning of an expression and its reference. We'll try to make some progress on these issues. Our study will definitely include Frege, Russell, Quine, Searle, and Kripke.
There will be a series of short response papers in which you provide a careful analysis of particular arguments in our texts. There will also be a midterm paper (roughly 10 pages) and a final paper (roughly 15 pages) which you will develop and revise in consultation with the instructor.
It will be very helpful, though not absolutely necessary, for you to have some familiarity with logic and some experience in reading philosophy.
Class Format: seminar Requirements/Evaluation: short response papers, midterm paper (10pp), final paper (15pp) Prerequisites: previous philosophy course and familiarity with logic suggested Enrollment Limit: 19 Expected Class Size: 10 Enrollment Preferences: Philosophy majors
Distributional Requirements: Division 2 Writing Intensive

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Keith McPartland

PHIL 305 Existentialism and Phenomenology (W)
According to Jean-Paul Sartre, the only philosopher to ever refer to himself as an "existentialist," existence precedes essence. What is essential to human being is not any fixed set of characteristics, but rather what a human being becomes and how it defines and creates itself under conditions it does not choose. In this course we address key themes and figures from two of the most influential movements in twentieth century European philosophy, namely, existentialism and phenomenology, a philosophical approach to which existentialism is indebted. We will discuss major works (philosophical, literary, visual) by such figures as Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, Maurice Merleau-Ponty, and Richard Wright, Ingmar Bergman and Jean-Luc Godard. We will raise questions concerning the task of philosophy, the structure and meaning constituting function of consciousness, the relationship between self and other, the mind-body relationship, freedom, authenticity, and absurdity.
Class Format: seminar Requirements/Evaluation: 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: PHIL 101 or 102 or 240 or 271T or 304T or permission of instructor Enrollment Limit: 19 Expected Class Size: 10-15 Enrollment Preferences: majors and those considering a major in Philosophy
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses

Not Offered Academic Year 2016
SEM Instructor: Jana Sawicki

PHIL 306(S) The Good Life in Greek and Roman Ethics (W) Crosslistings: PHIL 306/CLAS 306
Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his Republic. We will then turn to Aristotle's Nicomachean Ethics. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's *On the Ends of Good and Evil.* As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life.
This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.
Class Format: seminar Requirements/Evaluation: several short response pieces. A final paper of 10-15 pages Enrollment Limit: 9 Expected Class Size: 9 Enrollment Preferences: juniors & seniors & students who can demonstrate an interest in the subject matter of the class; there will not be any preference purely on the basis of major; final selection for the course will be made on the basis of an interview with the instructor Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses

Spring 2016
SEM Section: 01 M 05:00 09:00 Instructor: Keith McPartland

PHIL 308 Wittgenstein's "Philosophical Investigations"
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 20th 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.
Class Format: seminar Requirements/Evaluation: one short midterm paper (5-7 pages) and one longer final paper (12-15 pages) Prerequisites: PHIL 102 Enrollment Limit: 19 Expected Class Size: 12
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Steven Gerrard

PHIL 310T Wittgenstein's Later Philosophy (W)
Ludwig Wittgenstein (1889-1951) is probably the greatest philosopher of the 20th century. His later work, best known through posthumously published *Philosophical Investigations*, continues to influence contemporary thinking about language, mind, action, knowledge, ethics, religion, aesthetics, culture, and of course, philosophy itself. Understanding later Wittgenstein is thus vital for engaging in contemporary philosophy, but neither the interpretation nor the evaluation of his thought is straightforward or easy. Later Wittgenstein is a controversial, polarizing figure; but serious reading of his work is invariably intellectually enriching and fertile. This tutorial aims to provide students with the skills necessary for careful, serious and thorough reading of Wittgenstein's later philosophy. In the first part of the course, we will read Wittgenstein's *Philosophical Investigations*, one of the greatest books ever written. In the second part of the course, we will read *On Certainty*, and selections from other of Wittgenstein's posthumously published works: *Zettel, Philosophical Grammar, Remarks on the Philosophy of Psychology, Culture and Value, Lectures and Conversations on Aesthetics, Psychology and Religious Belief,* and *The Big Typescript*.
Throughout the course, we will consult and discuss the important secondary literature on Wittgenstein, and analyze different philosophical presuppositions and goals that motivate particular readings. The central topics of the course will be: meaning, rule following, human languages; private experiences and other minds; intention and action; knowledge and skepticism; and especially, the methods and nature of philosophy.
Class Format: tutorial Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner Prerequisites: two PHIL courses Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Philosophy majors, intended majors, and students who can demonstrate both a strong interest in latter Wittgenstein and capacity for careful, close reading of texts Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses

Not Offered Academic Year 2016
TUT Instructor: Bojana Mladenovic

PHIL 312 Philosophical Implications of Modern Physics (Q) Crosslistings: PHYS 312/PHIL 312
Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.
Class Format: lecture Requirements/Evaluation: attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper Prerequisites: MATH 140, high-school physics, and either a 200-level course in philosophy or a 100-level course in physics Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: Philosophy majors and Physics majors Distribution Notes: meets the Division 2 requirement if registration is under PHIL; Division 3 requirement if registration under PHYS
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses

Not Offered Academic Year 2016
LEC Instructor: William Wootters

PHIL 315(F) Kant's "Critique of Pure Reason"
Kant's *Critique of Pure Reason* is perhaps the most significant text in the history of philosophy. It puts an end to the Early Modern traditions of Rationalism and Empiricism, and it stands at the

beginning of both the Analytic and Continental traditions in contemporary philosophy. Love it or hate it, you cannot ignore it. In this course, we will study the most important and influential chapters of the Critique with the help of some secondary literature.
Class Format: seminar **Requirements/Evaluation:** students will be required to participate actively in discussion and write a number of papers **Prerequisites:** PHIL 202 **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Philosophy majors
Distributional Requirements: Division 2
Other Attributes: PHIL History Courses

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Justin Shaddock

PHIL 320 **Recent Continental Feminist Theory (D)** **Crosslistings:** PHIL 320/WGSS 321
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.
Class Format: seminar **Requirements/Evaluation:** 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 Class Size:** 8-10 **Enrollment Preferences:** Women's, Gender and Sexuality Studies majors and Philosophy majors **Dept. Notes:** meets Contemporary Value Theory requirement only if registration is under PHIL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: PHIL Contemporary Value Theory Courses WGSS Theory Courses

Not Offered Academic Year 2016
SEM Instructor: Jana Sawicki

PHIL 321T **Critical Theory: The Enlightenment and its Critics (D) (W)** **Crosslistings:** PHIL 321/WGSS 322
"Dare to know! Have courage to use your own reason-that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet in 19th and 20th centuries we find the promise of Enlightenment tempered by the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed?
In this tutorial we begin with short readings by Kant, Hegel and Marx, key sources for critical social theory in the 20th century. Possible other figures read may include: Max Horkheimer, Theodor Adorno, Herbert Marcuse, Walter Benjamin, Jurgen Habermas, Nancy Fraser, Amy Allen, Noelle McAfee, Judith Butler, Elizabeth Grosz, Michel Foucault, Jean Baudrillard, and Gilles Deleuze, Georgio Agamben, Frantz Fanon, Edward Said and Achille Mbembe, as well as current critiques of neoliberal capitalism.
Although we will not directly address diversity issues except insofar as cultural, racial, class, sexual and other differences are bound up within power or domination relations, insofar as the course examines social and political power, oppression and domination, and the possibility or viability of the idea of human emancipation it meets the EDI requirement. This tutorial will be adapted for WGSS students seeking to meet a theory requirement.
Class Format: tutorial, students will work in pairs and meet for 75 minutes each week with the professor **Requirements/Evaluation:** 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;
Prerequisites: demonstrated background in modern philosophy, critical theory, political theory, or continental philosophy **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current and prospective Philosophy majors and students with a sufficient background in political or critical theory **Extra Info:** evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: PHIL History Courses WGSS Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Jana Sawicki

PHIL 322T **Hume's "Treatise of Human Nature" (W)**
Hume's *A Treatise of Human Nature,* one of the greatest books in the history of philosophy, still exerts a considerable influence on contemporary epistemology, metaphysics, philosophy of science, philosophy of action, ethics and moral psychology. Unfortunately, the relevance of Hume's ideas and arguments for particular philosophical disciplines has too often led to a piece-meal reading of his work: the three books of *Treatise* ("Of the Understanding," "Of the Passions" and "Of Morals") are typically considered in isolation from one another. Epistemologists don't seem to think that Hume's account of human psychology, morality and taste can in any way illuminate his treatment of skepticism and natural belief, while moral philosophers often neglect Hume's conclusions about the limits of our knowledge in analyzing his conception of motivation, action, obligation and virtue. In contrast with this interpretive tendency, this tutorial will focus on Hume's" science of human nature"—his overall philosophical project in *Treatise*—and cultivate the discussion of different philosophical issues and arguments in light of this general aim of the work as a whole.
We will start by situating Hume's project within the historical tradition in which he thought and against which *Treatise* was directed. For clarification and discussion of the points made in *Treatise*, we will read parts of Hume's later works, especially the two *Enquiries.* Our reading of Hume will be supplemented by historical and interpretive essays on his work. Throughout the course, our focus will be on three broad issues: Hume's conception of theoretical rationality, his conception of practical rationality, and his views about the role and relevance of non-rational (on some readings, irrational) elements in a good life of a wise person.
Class Format: tutorial; one two-hours long seminar meeting in the first week of classes; in subsequent weeks, tutorial pairs will meet with the instructor for 75 minutes a week **Requirements/Evaluation:** each student will write a 5-page paper every second week, and comment on the tutorial partner's paper on alternate weeks; in the last week of classes, all students will write a paper and comment on the tutorial partner's paper **Prerequisites:** PHIL 202 and two other PHIL courses; or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Philosophy majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses

Not Offered Academic Year 2016
TUT Instructor: Bojana Mladenovic

PHIL 327T **Foucault (D) (W)** **Crosslistings:** PHIL 327/WGSS 327
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 such as: *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.
Class Format: tutorial **Requirements/Evaluation:** 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 PHIL or WGSS, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 8-10 **Enrollment Preferences:** current or prospective Philosophy and Women's, Gender and Sexuality Studies majors **Dept. Notes:** meets History requirement only if registration is under PHIL **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses WGSS Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Jana Sawicki

PHIL 330 **Plato (W)** **Crosslistings:** PHIL 330/CLAS 330
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.
Class Format: lecture/discussion; this class will be a roughly equal mixture of lectures, student presentations, and seminar discussion **Requirements/Evaluation:** 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:** PHIL 101, PHIL 102 or permission of instructor; a prior course in logic will be extremely helpful, but is not necessary
Enrollment Limit: 15 **Expected Class Size:** 15 **Enrollment Preferences:** upper-level Philosophy and Classics majors **Distribution Notes:** meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
LEC Instructor: Keith McPartland

PHIL 331T **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.
Class Format: tutorial **Requirements/Evaluation:** 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 **Prerequisites:** at least one upper-level PHIL course or permission of instructor
Enrollment Limit: 10 **Expected Class Size:** 6 **Enrollment Preferences:** current and prospective Philosophy majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: COGS Interdepartmental Electives PHIL Contemp Metaphysics & Epistemology Courses TEAC Related Courses

Not Offered Academic Year 2016
TUT Instructor: Joseph Cruz

PHIL 332 **Aristotle's Metaphysics (W)** **Crosslistings:** PHIL 332/CLAS 332
In this course we will study Aristotle's *Metaphysics* concentrating of books *gamma-theta*. Aristotle sets out to study being *qua* being, or what is insofar as it is. The thoughts that Aristotle expresses in these books were instrumental in setting an intellectual agenda that dominated western thought through the Middle Ages and provided the backdrop against which the modern philosophical tradition arose. Furthermore, many of the issues that Aristotle takes up in these books remain of central importance in contemporary philosophy. Our main goal in this course is to work our way through Aristotle's text which can be extremely daunting, and to reconstruct his central positions and his arguments for these positions. We will also read selections from the vast secondary literature on Aristotle's *Metaphysics*.
Class Format: seminar **Requirements/Evaluation:** discussion leadership, weekly short papers, term paper **Prerequisites:** PHIL 201, CLAS 203 **Enrollment Limit:** 12 **Expected Class Size:** 8-10 **Enrollment Preferences:** Philosophy and Classics majors **Distribution Notes:** meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS **Extra Info:** may not be taken on a pass/fail basis

Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses

Not Offered Academic Year 2016
SEM Instructor: Keith McPartland

PHIL 334 Greek and Roman Ethics (W) **Crosslistings:** PHIL 334/CLAS 334
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.
Class Format: seminar **Requirements/Evaluation:** several short response pieces, two 10-page papers which will involve substantial revision in light of instructor feedback, active participation in seminar meetings **Prerequisites:** PHIL 221 or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** Philosophy and Classics majors **Distribution Notes:** meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Keith McPartland

PHIL 335(S) Contemporary Metaethics (W)
We often speak as if moral judgments can be true or false, warranted or unwarranted. 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 recent influential work in this area. We will examine several different approaches in depth, including realism, constructivism, expressivism, and skepticism.
Class Format: seminar **Requirements/Evaluation:** short response papers, midterm paper, final paper, attendance and participation **Prerequisites:** two courses in PHIL (including one of the following: a 100-level course, PHIL 201, or PHIL 202) **Enrollment Limit:** 10 **Expected Class Size:** 5-15 **Enrollment Preferences:** Philosophy majors and those considering the Philosophy major **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Melissa Barry

PHIL 337T Justice in Health Care (W)
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.
Class Format: tutorial **Requirements/Evaluation:** evaluations will be based on written work, oral presentations of that work, and on oral critiques **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Philosophy majors, students in the Public Health Program, and students committed to taking the tutorial **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not Offered Academic Year 2016
TUT Instructor: Julie Pedroni

PHIL 339 Mind and World
We will consider a series of debates in 20th Century Analytic Philosophy concerning the relationship between the mind and the world. Questions include: Does the world decide the truth and falsity of all our beliefs? Or are some of our beliefs true in virtue of their meanings alone? Do our beliefs have their meanings one-by-one? Or can meaning be allocated only to entire sets of beliefs? Could the world be made up of sensory properties only? Or, must sensible properties be organized spatiotemporally? Must they inhere in substances? How do our thoughts refer to objects? How does our experience justify our beliefs?
Class Format: seminar **Requirements/Evaluation:** five papers of six to eight pages **Prerequisites:** none **Enrollment Limit:** none **Expected Class Size:** 10 **Enrollment Preferences:** none
Distributional Requirements: Division 2
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses

Not Offered Academic Year 2016
SEM Instructor: Justin Shaddock

PHIL 348T(S) Philosophy, Politics and Religion: Hobbes and Spinoza Revisited Today (W)
"The mob has no ruler more potent than superstition." (Spinoza, A Theologico-Political Treatise, preface)
What are the connections between the political and the religious, and how to deal with them from a philosophical point of view? These are two of the most recurrent questions in Modern political philosophy, but they have in no way lost their actuality in our own time and society. Hobbes and Spinoza may both, each in their own specific way, be considered as two major figures of Modern Philosophy, where Hobbes is mainly seen as a pure political philosopher, while Spinoza has traditionally been read as a metaphysician. In a more recent reception however, focus has been put on Spinoza's own political philosophy, showing both how his theory is influenced by Hobbes, and how it diverges from it on significant points. In both Hobbes and Spinoza, we find two fundamental theses concerning religion as a phenomenon, and concerning the connection between politics and religion. The first one is that religion - and religiosity in any form - is a strictly human phenomenon, that is, has fundamentally nothing to do with any transcendent reality. The second one is that religion has an exclusively political function, and that this function can be either positive or negative - that is, beneficial for the state, or harmful.
The course proposes a joint reading of Hobbes and Spinoza, taking its point of departure in their common terminology and problems (conatus, materialism, affectivity, force and power, individual and multitude) in order to understand, in each of the two philosophers, the close connection between religion and politics understood as affectivity: the necessity of politics and the inevitability of religion, and their mutual implications. Beyond Hobbes and Spinoza, we will also investigate how their philosophies are highly relevant for contemporary political theorists such as Schmitt, Agamben, Hardt and Negri, Mouffe and Laclau and Balibar - and how, through them, it may be possible to still see both Hobbes and Spinoza as forceful alternatives for our thinking about the political and the religious today.
Class Format: tutorial **Requirements/Evaluation:** each week one student will write a 5- to 6-page paper on the assigned reading and the other student will write a 2- to 3-page critical response paper **Prerequisites:** one previous course in philosophy or critical theory, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 8-10 **Enrollment Preferences:** Philosophy majors and critical theory students **Extra Info:** roles will be reversed the following week; in all, each student will write 5 papers and 5 critical response papers may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses

Spring 2016
TUT Section: T1 TBA Instructor: Fredrika Spindler

PHIL 360(F) The Political Thought of Frantz Fanon (W) **Crosslistings:** AFR 360/PSCI 370/PHIL 360/LEAD 360
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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Fall 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Neil Roberts

PHIL 378 Pragmatist Currents in Contemporary Epistemology and Philosophy of Science (W)
American Pragmatism left a deep legacy in contemporary epistemology and the philosophy of science, but it is—more often than not—a legacy difficult to disentangle from other intellectual influences. Consequently, many philosophers deeply influenced by pragmatism do not recognize the fact, while, on the other hand, some self-proclaimed pragmatists of our days can hardly be seen as continuing the tradition to which they pledge allegiance. This seminar will try to establish, with as much accuracy as the subject allows, what are the central tenets of American Pragmatism, how they have shaped contemporary epistemology and the philosophy of science, and finally, to what extent are pragmatist approaches to human knowledge philosophically sound and fruitful.
The seminar will fall into two unequal parts. The first, shorter part will focus on the writings of the three classics of American pragmatism—Charles S. Peirce, William James and John Dewey—and analyze their reaction against traditional epistemology, as well as the positive philosophical ideas that they had to offer. The second, longer part of the seminar will try to isolate and follow some of the pragmatist currents which run through epistemology and philosophy of science in the 20th and 21st centuries. We will read, among others, selected papers by Carnap, Hempel, Quine, Goodman, Kuhn, Elgin, Hacking, Misak, Putnam, Rorty, and Haack.
Class Format: seminar **Requirements/Evaluation:** 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 PHIL, two of which must be from this list: PHIL 102, 103, 109, 131, 202, 207, 209, 210, 280, 330, 331, 379, 380; or the consent of instructor **Enrollment Limit:** 19 **Expected Class Size:** 6-9 **Enrollment Preferences:** Philosophy majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses

Not Offered Academic Year 2016
SEM Instructor: Bojana Mladenovic

PHIL 379(F) American Pragmatism **Crosslistings:** PHIL 379/AMST 379
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.
Class Format: seminar **Requirements/Evaluation:** final paper, several short assignments **Prerequisites:** at least two PHIL courses **Enrollment Limit:** 25 **Expected Class Size:** 12-15 **Enrollment Preferences:** Philosophy and American Studies majors, then seniors and juniors of any major

Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses TEAC Related Courses

Fall 2015
SEM Section: 01 MWF 12:00 12:50 Instructor: Steven Gerrard

PHIL 380 Relativism (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.
Class Format: seminar Requirements/Evaluation: 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: PHIL 101 and 102, and at least one 200-level PHIL course Enrollment Limit: 19 Expected Class Size: 7-10
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Bojana Mladenovic

PHIL 388T Consciousness (W)
The nature of consciousness remains a fundamental mystery of the universe. Our internal, felt experience—what chocolate tastes like to oneself, what it is like to see the color red, or, more broadly, what it is like to have a first person, waking perspective at all—resists explanation in any terms other than the conscious experience itself in spite of centuries of intense effort by philosophers and, more recently, by scientists. As a result, some prominent researchers propose that the existence of consciousness requires a revision of basic physics, while others (seemingly desperately) deny that consciousness exists at all. Those positions remain extreme, but the challenge that consciousness poses is dramatic. It is at the same time the most intimately known fact of our humanity and science's most elusive puzzle.
In this tutorial we will read the contemporary literature on consciousness. We will concentrate both on making precise the philosophical problem 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.
Class Format: tutorial; expect several short lectures by the instructor over the course of the semester where all the tutorial members convene Requirements/Evaluation: 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 Prerequisites: PHIL 102 and at least one upper-level course in PHIL Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Philosophy majors, Neuroscience or Cognitive Science concentrators; open to sophomores with permission of the instructor; every effort will be made to pair students according to similar or complimentary background Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: COGS Interdepartmental Electives

Not Offered Academic Year 2016
TUT Instructor: Joseph Cruz

PHIL 391T The Ethics of Hume and Kant (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.
Class Format: tutorial Requirements/Evaluation: students meet with instructor in pairs for 1 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 Prerequisites: a 100-level PHIL course, PHIL 202, or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: current and prospective Philosophy majors Extra Info: emphasis will be placed on developing skills in reading, interpretation and oral argument, as well as critical reasoning and writing may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses

Not Offered Academic Year 2016
TUT Instructor: Melissa Barry

PHIL 393T 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 Phillippa Foot (as well as Rorty) respond to and engage his critique of modern morality. In this tutorial we 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 may 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*. I may also pair some Nietzsche texts with readings from representatives of both the Anglo-American and European critical reception of his work (Bataille, Heidegger, Habermas, Foucault, Irigaray, Deleuze, Derrida Williams, Rorty, Reginster, Hussain, and so forth). While students will not regularly be required to read the latter, any who want to pursue this legacy will be supported in doing so.)
Class Format: tutorial (10)/ 2 seminar meetings, students will work in pairs Requirements/Evaluation: each student will write & present four 5-6-page paper every other week (except seminar weeks) and a commentary on his or her partner's essay on alternate weeks; seminar meetings will be held at the beginning and end of term Prerequisites: two courses in philosophy, preferably either Ancient and/or Modern surveys or 19th Century course, or demonstrated background in Critical Theory, or permission of instructor Enrollment Limit: 10 Expected Class Size: 8-10 Enrollment Preferences: current and prospective Philosophy majors as well as students concentrating unofficially in critical theory; I am open to first year students, but any first year interested should make an appointment with me before adding the course. Extra Info: may not be taken on a pass/fail basis I may add an additional seminar at midterm; evaluations are based on written work as well as level of intellectual engagement in tutorial and seminar meetings
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses

Not Offered Academic Year 2016
TUT Instructor: Jana Sawicki

PHIL 401(F) Senior Seminar: Emotions (W)
Philosophy is often described as "thinking about thinking:" variously conceived inquiries into the nature, scope and limits of human reasoning have always been at its heart. Without challenging the centrality of such projects for philosophy, the seminar will focus on a less emphasized, but equally essential aspect of our lives: emotions. What are emotions, and how should we think about them? What is the proper classification and analysis of our emotions, and what is their relation to our somatic states, feelings, beliefs, judgments, and evaluations? Do we have any control over our emotions? Are we capable of educating and cultivating them, and if so, how? How are conscious and unconscious emotions related to a person's action, character, and her social world? - In addressing these questions, we will simultaneously consider which methodological approach - if a single one can be privileged - should we adopt for examining emotions. We will try to determine what is the scope and nature of an adequate theory of emotions, what are the desiderata for such a theory, and what should count as evidence in its favor. We will examine a variety of philosophical and scientific theories of emotion, as well as some issues concerning normative aspects of emotions: the role of emotions in a good life, rationality of emotions, moral importance of emotions, and the concept of emotional maturity.
Class Format: seminar Requirements/Evaluation: preparedness for the seminar and participation in seminar discussions; weekly short papers or postings; class presentation; and a final paper, about 15 pages long. Prerequisites: required of all senior philosophy majors Expected Class Size: 11 Enrollment Preferences: senior Philosophy majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Bojana Mladenovic

PHIL 491(F) Senior Essay: Philosophy
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).
Class Format: independent study Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Melissa Barry

PHIL 493(F) Senior Thesis: Philosophy
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).
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Melissa Barry

PHIL 494(S) Senior Thesis: Philosophy
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).
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Melissa Barry

PHIL 497(F) Independent Study: Philosophy
Philosophy independent study.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Melissa Barry

PHIL 498(S) Independent Study: Philosophy
Philosophy independent study.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Melissa Barry

PHYSICAL EDUCATION, ATHLETICS, AND RECREATION

Chair and Director, LISA MELENDY

Assistant Professors: A. BARRALE, W. BARRALE, J. CHUKS, M. CREIGHTON, E. DESANTY, R. FARLEY, P. FARWELL, M. GILLIS, J. HILLMAN, D. GREENBERG, K. HERMAN, S. HONECKER, W. KANGAS, C. KELSEY, A. KELTON, S. KUSTER, J. LEMIEUX, K. LEVINE, Z. LEVY, S. LEWIS, M. MAKER, K. MALONEY, P. MANNING, C. MASON, G. MCCORMACK, L. MELENDY, C. MILES, M. PINARD, M. RUSSO, K. SMESKO, A. SWAIN, P. WELLS. Instructors: D. ACKERSON, K. CALLAHAN-KOCH. Sports Medicine: S. KRZYZANOWICZ, R. LANOUE, L. WILK, Y. WILKINSON. Dance: S. BURTON, E. DANKMEYER, J. PARKER

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 in the fulfillment of the requirement.

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. For more information visit http://athletics.williams.edu/physical-education/

Aqua Fitness
Badminton
Basketball
Bicycling
Boot Camp
Bowling
Canoeing
Core and Conditioning
Dance (African, Ballet, Modern)
Diving
Erg Fitness
Figure Skating
Golf
Hiking
Ice Climbing
Kayaking
Lifetime Sports
Mountain Biking
Muscle Fitness
Outdoor Living Skills
Pickle ball
Rape Aggression Defense (RAD)
Rock Climbing
Rowing
Running
Skiing (alpine and cross country)
Snowboarding
Soccer
Spinning
Squash
Street Hockey
Swim for Fitness
Swimming
Telemarking
Tennis
Trail Crew
Volleyball
Weight Training
Wellness
Wilderness Leadership
Yoga
Zumba

PHYSICS (Div. III)

Chair: Professor DAVID TUCKER-SMITH

Professors: AALBERTS, S. BOLTON*, K. JONES, MAJUMDER, STRAIT***, TUCKER-SMITH, WOOTTERS. Associate Professor: STRAUCH*. Assistant Professor: DORET. Laboratory Supervisor: FORKEY. Assistant Laboratory Instructor: WICKRAMARACHCHI.

What is light? How does a laser work? What is a black hole? What are the fundamental building blocks of the universe? Physics majors and Astrophysics majors study these and related questions to understand the physical world around us, from the very small to the very large. A physics student practices the experimental methods used to learn about this world and explores the mathematical techniques and theories developed to explain these physical phenomena. A Physics major 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 critical thinking, problem-solving, and 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 130, 140, and 150 or 151). 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 150 or 151 *(formerly 105 or 106)* Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 150 or 151 taken elsewhere.

At least two more physics courses above the 100 level (or other approved courses as noted below) must be taken, bringing the total number of courses for the major to ten.

Options

1) Mathematics 140 *(formerly 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. You can find general study away guidelines for Physics here.

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.

PHYS 107(F) Spacetime and Quanta (Q)
Quantum mechanics and Einstein's relativity both drastically altered our view of the physical world when they were developed in the early twentieth century. In this course we will learn about the central concepts that define relativity and quantum mechanics, along with some of the diverse phenomena the two theories describe. These investigations will prepare us to discuss recent developments in cosmology, where observations have produced a surprising picture for the make-up of our universe, and particle physics, where the Large Hadron Collider continues 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.
Class Format: two fifty-minute lectures and one fifty-minute conference section per week
Requirements/Evaluation: evaluation will be based on weekly problem sets, quizzes, two midterms, and a final exam, all with a significant quantitative component Prerequisites: none
Enrollment Limit: 60 total* Expected Class Size: 50 total* Enrollment Preferences: by seniority Dept. Notes: *20 per conference section
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: SCST Related Courses

Fall 2015
LEC Section: 01 MF 12:00 12:50 Instructor: David Tucker-Smith
CON Section: 02 T 01:10 02:00 Instructor: David Tucker-Smith
CON Section: 03 W 01:10 02:00 Instructor: David Tucker-Smith
CON Section: 04 W 02:10 03:00 Instructor: David Tucker-Smith

PHYS 108 Energy Science and Technology (Q) Crosslistings: PHYS 108/ENVI 108
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.
Class Format: lecture twice a week Requirements/Evaluation: 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 MATH 130 Enrollment Limit: 40 Expected Class Size: 40
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives

Not Offered Academic Year 2016
LEC Instructor: Jefferson Strait

PHYS 109 Sound, Light, and Perception (Q)
Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications. The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.
Class Format: lecture/lab/discussion; each student will attend the Friday lecture plus one conference section weekly Requirements/Evaluation: evaluation will be based on class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component Prerequisites: none Enrollment Limit: 40 Expected Class Size: 40
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Protik 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.
Class Format: lecture, three hours per week; laboratory, three hours approximately every other week Requirements/Evaluation: evaluation will be based on exams, labs, and weekly problem sets, all of which have a substantial quantitative component Prerequisites: MATH 130; 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 PHYS 141 instead Enrollment Limit: 24/lab Expected Class Size: 60
Dept. Notes: PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: William Wootters
LAB Section: 02 M 01:00 04:00 Instructor: William Wootters
LAB Section: 03 T 01:00 04:00 Instructor: William Wootters
LAB Section: 04 W 01:00 04:00 Instructor: William Wootters
LAB Section: 05 R 01:00 04:00 Instructor: William 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, with some emphasis on applications to medicine. In the first part 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. Following our discussion of electromagnetism, we will introduce some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.
Class Format: lecture, three hours per week; laboratory, three hours approximately every other week Requirements/Evaluation: evaluation will be based on weekly problem sets, labs, quizzes and exams Prerequisites: PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103) Enrollment Limit: 22 per lab Expected Class Size: 60
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 MWF 11:00 11:50 Instructor: Charlie Doret
LAB Section: 02 M 01:00 04:00 Instructor: Charlie Doret
LAB Section: 03 T 01:00 04:00 Instructor: Charlie Doret
LAB Section: 04 W 01:00 04:00 Instructor: Charlie Doret

PHYS 141(F) Mechanics and Waves (Q)
This course covers the same topics as PHYS 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.
Class Format: lecture, three hours per week; laboratory, three hours approximately every other week; conference section, one hour approximately every other week
Requirements/Evaluation: 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 MATH 130 or equivalent placement Enrollment Limit: 22 per lab
Expected Class Size: 50 Dept. Notes: PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015

LEC Section: 01 MWF 11:00 11:50 Instructor: Protik Majumder
LAB Section: 02 M 01:00 04:00 Instructor: Protik Majumder
LAB Section: 03 T 01:00 04:00 Instructor: Protik Majumder
LAB Section: 04 W 01:00 04:00 Instructor: Protik Majumder

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.
Class Format: lecture, three hours perweek; laboratory, three hours approximately every other week; conference section 1 hour approximately every other week Requirements/Evaluation: evaluation will be based on weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component Prerequisites: PHYS 141 and MATH 130 (formerly 103), or equivalent; students may not take both PHYS 142 and PHYS 151; PHYS 131 may substitute for PHYS 141 with the permission of instructor Enrollment Limit: 22 per lab Expected Class Size: 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 MWF 11:00 11:50 Instructor: William Wootters
LAB Section: 02 W 01:00 04:00 Instructor: William Wootters
LAB Section: 03 R 01:00 04:00 Instructor: William Wootters

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 PHYS 142 but in a small seminar format for students with strong prior preparation in physics.
Class Format: lecture/discussion, three hours per week; laboratory, 3 hours approximately every other week; conference section 1 hour approximately every other week
Requirements/Evaluation: evaluation will be based on class participation, labs, weekly problem sets, an oral presentation, two hour-exams and a final exam, all of which have a substantial quantitative component Prerequisites: placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both Enrollment Limit: 18 Expected Class Size: 18
Extra Info: this is a small seminar designed for first-year students who have placed out of PHYS 141
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2015
LEC Section: 01 MW 11:00 12:15 Instructor: Daniel Aalberts
LAB Section: 02 W 01:00 04:00 Instructor: Daniel Aalberts

PHYS 201(F) Electricity and Magnetism (Q)
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.
Class Format: lecture, three hours per week; laboratory, three hours per week
Requirements/Evaluation: evaluation will be based on problem sets, labs, two hour tests, and a final exam, all of which have a substantial quantitative component Prerequisites: PHYS 142 OR 151; MATH 150 or 151 Enrollment Limit: none Expected Class Size: 25
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Jefferson Strait
LAB Section: 02 T 01:00 04:00 Instructor: Jefferson Strait
LAB Section: 03 W 01:00 04:00 Instructor: Jefferson Strait

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.
Class Format: lecture, three hours per week; laboratory, three hours per week
Requirements/Evaluation: evaluation will be based on problem sets, labs, two one-hour tests, and a final exam, all of which have a substantial quantitative component Prerequisites: PHYS 201; co-requisite: PHYS/MATH 210 or MATH 209 or permission of instructor Enrollment Limit: none Expected Class Size: 20
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Kevin Jones
LAB Section: 02 T 01:00 04:00 Instructor: Kevin Jones
LAB Section: 03 W 01:00 04:00 Instructor: Kevin Jones

PHYS 210(S) Mathematical Methods for Scientists (Q) Crosslistings: PHYS 210/MATH 210
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.
Class Format: lecture, three hours per week Requirements/Evaluation: evaluation will be based on weekly problem sets and several in-class exams, all of which have a substantial quantitative component Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131 Enrollment Limit: 50 Expected Class Size: 30
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Daniel Aalberts

PHYS 231T 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 / Length². The heart rate is proportional to the organism's mass^{0.75}. The number of policemen scales like population^{1.15}. 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.
Class Format: tutorial, plus one lecture per week Requirements/Evaluation: weekly problem sets, projects Prerequisites: MATH 150 Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: maturity, curiosity, diversity Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
TUT Instructor: Daniel 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 Schroedinger wave equation. The concepts of matter waves and wave-packets are introduced.
Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory and introduce the Heisenberg formalism. We then go on to apply this knowledge to several important problems within the realm of atomic and nuclear physics concentrating on applications involving angular momentum and spins.
Class Format: lecture, three hours per week; laboratory, three hours per week
Requirements/Evaluation: evaluation will be based on weekly problem sets, labs, a midterm exam, and final exam, all of which have a substantial quantitative component Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209 Enrollment Limit: none Expected Class Size: 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Kevin Jones
LAB Section: 02 W 01:00 04:00 Instructor: Kevin Jones
LAB Section: 03 R 01:00 04:00 Instructor: Kevin Jones

PHYS 302(S) Stat Mechanics & Thermodynamics (Q)
Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways—obeying the Schrödinger equation, Newton's and Coulomb's Laws—and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. 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.
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week
Requirements/Evaluation: evaluation will be based on weekly problem sets, exams, and labs, all of which have a substantial quantitative component Prerequisites: required: PHYS 201, PHYS/MATH 210 or MATH 209; recommended: PHYS 202, PHYS 301 Enrollment Limit: 24 Expected Class Size: 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Related Courses MTSC Related Courses

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Protik Majumder
LAB Section: 02 M 01:00 04:00 Instructor: Protik Majumder
LAB Section: 03 T 01:00 04:00 Instructor: Protik Majumder

PHYS 308 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.
Class Format: lecture once a week plus weekly confernce section
Requirements/Evaluation: weekly assignments, two hour tests, and a final project; all of these

will be substantially quantitative **Prerequisites:** PHYS 201 and MATH 150 or 151 **Enrollment Limit:** 20 **Expected Class Size:** 10
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC

PHYS 312 **Philosophical Implications of Modern Physics (Q)** **Crosslistings:** PHYS 312/PHIL 312
Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.
Class Format: lecture **Requirements/Evaluation:** attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper **Prerequisites:** MATH 140, high-school physics, and either a 200-level course in philosophy or a 100-level course in physics **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Philosophy majors and Physics majors **Distribution Notes:** meets the Division 2 requirement if registration is under PHIL; Division 3 requirement if registration under PHYS
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses

Not Offered Academic Year 2016
LEC Instructor: William Wootters

PHYS 314T **Controlling Quanta: Atoms, Electrons, and Photons (Q)**
This course will explore modern developments in the control of individual quantum systems. Topics covered will include basic physical theories of atoms coupled to photons, underlying mathematical tools (including Lie algebras and groups), and computational methods to simulate and analyze quantum systems. Applications to quantum computing, teleportation, and experimental metaphysics (Bell's inequality) will also be discussed.
Class Format: tutorial **Requirements/Evaluation:** tutorial preparation and participation, weekly problem sets/papers, and a final project **Prerequisites:** PHYS/MATH 210 or MATH 209 or MATH 250 **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and junior Physics majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
TUT Instructor: Frederick Strauch

PHYS 315T **Computational Biology (Q)** **Crosslistings:** PHYS 315/CSCI 315
This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.
Class Format: lab three hours per week plus weekly tutorial meeting
Requirements/Evaluation: evaluation will be based on weekly programming assignments, problem sets, a few quizzes and a final project **Prerequisites:** programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** based on seniority **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses

Not Offered Academic Year 2016
TUT Instructor: Daniel Aalberts

PHYS 316 **Protecting Information: Applications of Abstract Algebra and Quantum Physics (Q)** **Crosslistings:** MATH 316/PHYS 316
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 the RSA scheme in short order, and how quantum cryptographic devices will achieve security through the inherent unpredictability of quantum events.
Class Format: lecture **Requirements/Evaluation:** evaluation will be based on homework sets and exams **Prerequisites:** PHYS/MATH 210 or MATH 209 or MATH 250 (possibly concurrent) or permission of instructors; **Enrollment Limit:** 50 **Expected Class Size:** 35 **Enrollment Preferences:** discretion of the instructors **Dept. Notes:** students not satisfying the course prerequisites but who have completed MATH 200 or MATH 209 are particularly encouraged to ask to be admitted
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Susan Loepp

PHYS 319 **Integrative Bioinformatics, Genomics, and Proteomics Lab (Q)** **Crosslistings:** BIOL 319/MATH 319/CHEM 319/PHYS 319/CSCI 319
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, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families 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 the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects 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 and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.
Class Format: two afternoons of lab, with one hour of lecture, per week
Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal **Prerequisites:** BIOL 202; or; students who have not taken BIOL 202 but have taken BIOL 101/AP Biology and CSCI 315 or PHYS 315, may enroll with permission of instructor; No prior computer programming experience is required **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** seniors, then juniors, then sophomores **Dept. Notes:** does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: BGNP Core Courses BIMO Interdepartmental Electives

Not Offered Academic Year 2016
LEC Instructor: Lois Banta

PHYS 321 **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.
Class Format: lecture **Requirements/Evaluation:** weekly problem sets, two midterm exams, and a final exam **Prerequisites:** PHYS 301, which may be taken concurrently **Enrollment Limit:** none **Expected Class Size:** 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: David Tucker-Smith

PHYS 402T **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.
Class Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week
Requirements/Evaluation: evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component **Prerequisites:** PHYS 301 **Enrollment Limit:** 10 per sec **Expected Class Size:** 16 **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
TUT Instructor: Kevin Jones

PHYS 405T(F) **Electromagnetic Theory (Q)**
This course builds on the material of Physics 201, and explores the application of Maxwell's Equations to understand a range of topics including electric and magnetic fields in matter, light, and radiation. We begin with electrostatics, developing analytical solutions to Laplace's and Poisson's equations using mathematical tools and approximation techniques. We then move on to magnetic materials, electromagnetic waves, accelerating charges, and relativistic electrodynamics. In addition to weekly tutorial meetings, the class will meet once a week as a whole to introduce new material.
Class Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week
Requirements/Evaluation: 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:** PHYS 202 and PHYS/MATH 210 or MATH 209
Enrollment Limit: 10/section **Expected Class Size:** 25 **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses

Fall 2015
TUT Section: T1 F 01:10 02:25 Instructor: Charlie Doret

T

TUT Section: T2 F 01:10 02:25 Instructor: Charlie Doret

T

TUT Section: T3 F 01:10 02:25 Instructor: Charlie Doret

PHYS 411T **Classical Mechanics (Q)**
The course will explore advanced topics in classical mechanics, including the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, non-linear dynamics and chaos, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), and rigid-body rotations. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. 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.
Class Format: tutorial, 1 and 1/4 hours per week; lecture, one hour per week
Requirements/Evaluation: evaluation will be based on weekly problem sets, tutorial participation, presentations,a final project, and a final exam, all of which have a substantial quantitative component **Prerequisites:** PHYS 202 and PHYS/MATH 210 or MATH 209
Enrollment Limit: 10/section **Expected Class Size:** 25 **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Other Attributes: MTSC Related Courses

Not Offered Academic Year 2016
TUT Instructor: Charlie Doret

PHYS 418T(S) Gravity (Q)
This course is an introduction Einstein's theory of 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.
Class Format: tutorial Requirements/Evaluation: evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component Prerequisites: PHYS 301 or PHYS 405 or PHYS 411; students with strong math backgrounds are invited to consult with the instructor about a possible waiving of the prerequisites Enrollment Limit: 10/section Expected Class Size: 10/section Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
TUT Section: T1 F 01:10 02:25 Instructor: David Tucker-Smith

T

TUT Section: T2 F 01:10 02:25 Instructor: David Tucker-Smith

PHYS 451(S) Condensed Matter Physics (Q)
This course will explore the physics of metals, insulators, and semiconductors starting with quantum ideas to develop an understanding of structure and the electronic states, and the consequent electronic, thermal, optical, and mechanical properties. New materials (e.g., nano-structures, photonic band gap materials, polymers, superconductors) will also be surveyed.
Class Format: seminar Requirements/Evaluation: weekly readings and problem sets Prerequisites: PHYS 301; PHYS 302 preferred; or permission of instructor Enrollment Limit: 10 Expected Class Size: 4-6 Enrollment Preferences: Physics majors
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Daniel Aalberts

PHYS 475(S) Methods in Mathematical Fluid Dynamics (Q) Crosslistings: MATH 475/PHYS 475
The mathematical study of fluids is an exciting field with applications in areas such as engineering, physics and biology. The applied nature of the subject has led to important developments in aerodynamics and hydrodynamics. From ocean currents and exploding supernovae to weather prediction and even traffic flow, several partial differential equations (pde) have been proposed as models to study fluid phenomena. This course is designed to both, introduce students to some of the techniques used in mathematical fluid dynamics and lay down a foundation for future research in this and other related areas. Briefly, we start with the method of characteristics, a useful tool in the study of pde. Symmetry and geometrical arguments, special solutions, energy methods, particle trajectories, and techniques from ordinary differential equations (ode) are also discussed. A special focus will be on models from hydrodynamics. These include the KdV and the Camasss Holm equations (and generalizations thereof), and the Euler equations of ideal fluids. Mainly, we will be concerned with models whose solutions depend on time and one spatial variable, although depending on student interest and time, we may also investigate higher-dimensional models.
Class Format: lecture Requirements/Evaluation: problem sets and final project Prerequisites: MATH 151, MATH 250, and MATH 350 or 351; some background in pde/ode would be helpful but not required Enrollment Limit: 40 Expected Class Size: 25 Enrollment Preferences: senior Mathematics majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Alejandro Sarria

PHYS 493(F) Senior Research: Physics
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*.
Class Format: independent study Prerequisites: permission of department; senior course
Distributional Requirements: Division 3

Fall 2015
HON Section: 01 TBA Instructor: David Tucker-Smith

PHYS 494(S) Senior Research: Physics
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*.
Class Format: independent study Prerequisites: permission of department; senior course
Distributional Requirements: Division 3

Spring 2016
HON Section: 01 TBA Instructor: David Tucker-Smith

PHYS 497(F) Independent Study: Physics
Physics independent study.
Class Format: independent study
Distributional Requirements: Division 3

Fall 2015
IND Section: 01 TBA Instructor: David Tucker-Smith

PHYS 498(S) Independent Study: Physics
Physics independent study.
Class Format: independent study
Distributional Requirements: Division 3

Spring 2016
IND Section: 01 TBA Instructor: David Tucker-Smith

PHYS 499(F,S) Physics and Astronomy Colloquium Crosslistings: PHYS 499/ASTR 499
Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.
Class Format: colloquium Requirements/Evaluation: not a for-credit course Prerequisites: none Enrollment Limit: none Extra Info: registration not necessary to attend
Distributional Requirements: Non-divisional

Fall 2015
LEC Section: 01 F 02:35 03:35 Instructor: David Tucker-Smith

Spring 2016
LEC Section: 01 F 02:35 03:35 Instructor: David Tucker-Smith

POLITICAL ECONOMY (Div. II)

Chair, Professor JON BAKIJA

Advisory Committee: Professors: BAKIJA, JOHNSON, KUTTNER, MAHON, MCALLISTER, MELLOW, PAUL, SHORE-SHEPPARD, ZIMMERMAN. Associate Professor: 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, domestic and comparative economics, 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, one from each of three categories. In order to balance students' educations, majors must take at least one elective in Economics and one elective in Political Science; the third elective may come from either Economics or Political Science. 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 the making or effect of public policy. This requirement must be fulfilled prior to taking POEC 402. It can be fulfilled through a regular semester-length course (which might also serve as an elective in the major), a winter study course, a study abroad academic internship, a winter study internship, or a summer internship. The focus of the internship must be the making or effect of public policy. Approval of the chair is required to use an internship to fulfill this requirement.

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/ECON 299/PSCI 238 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 must take at least one elective in Economics and at least one elective in Political Science; the third elective may come from either Economics or Political Science.)*
Please see the online catalog for up-to-date information on which courses are being offered in the current year.
One Comparative Political Economy/General Public Policy course:
ECON 204/ENVI 234 Economics of Developing Countries
or ECON/ENVI 213 Introduction to Environmental and Natural Resources Economics
or ECON 217/ASST 220/INST 217 Economics of East Asia
or ECON 222 Economics of the Arts and Culture
or ECON 225T Global Financial Crisis and African Economic Development
or ECON/ENVI 228T Water as a Scarce Resource

or ECON 233 Behavioral Economics and Public Policy
or ECON 235 Urban Centers and Urban Systems
or ECON 240T Colonialism and Underdevelopment in South Asia
or ECON 361/ECON 524 Political Economy and Economic Development
or ECON 363 Money and Banking
or ECON 378 Long-Run Perspectives on Economic Growth
or ECON 380/ECON 519 Population Economics
or ECON 381 Global Health Policy Challenges
or ECON/ENVI 386/ECON 518 Environmental Policy and Natural Resource Management
or ECON/ENVI 388/ECON 517 Urbanization and Development
or ECON 390T Financial Crises: Causes and Cures
or ECON 453 Research in Labor Economics
or ECON 455 Research in Economic History
or ECON 465 Pollution and the Labor Market
or ECON 469/ECON 527 Topics in Urban Economics
or ECON 470 The Indian Economy: Development and Social Justice
or ECON 501 Development Economics I
or ECON 504 Public Economics
or ECON 505 Developing Country Macroeconomics
or ECON 510 Financial Development and Regulation
or ECON 511 Institutions and Governance
or ECON 514/ECON 389 Tax Policy in Emerging Markets
or ECON 532T Inclusive Growth: The Role of Social Safety Nets
or ECON 534T Long Term Fiscal Challenges
or ENVI/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Waste
or ENVI/HSCI/SCST 309/PSCI 301 Environmental Politics and Policy
or PSCI 224 Neo-Liberalism: What Is It and Why Does It Matter?
or PSCI/SOC 241 Meritocracy
or PSCI 243/AFR 256 Politics of Africa
or PSCI 247 Political Power in Contemporary China
or PSCI 253/AFR 253 Comparative Race and Ethnic Politics
or PSCI 254 Democracy in Comparative and Theoretical Perspective
or PSCI 268 Israeli Politics
or PSCI 340 Why States Fail: Political Violence at the End of the 20th Century
or PSCI 341 Modern Midas? Resource Abundance and Development
or PSCI 350T Comparative Political Economy
or PSCI 351 The New Left and Neoliberalism in Latin America
or PSCI 354/ASST 245/HIST 318 Nationalism in East Asia

One U.S. Political Economy and Public Policy course:
ECON 203/WGSS 205 Gender and Economics
or ECON 205 Public Economics
or ECON 220 American Economic History
or ECON 229 Law and Economics
or ECON 230 Economics of Health and Health Care
or ECON 351 Tax Policy
or ECON 374T Poverty and Public Policy
or ECON 383 Cities, Regions and the Economy
or ECON 456 Income Distribution
or ECON 457 Public Economics Research Seminar
or ECON 468 Your Money or Your Life: Health Disparities in the United States
or ENVI 307/PSCI 317 Environmental Law
or PSCI 208T Wealth in America
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 308 In Search of the American State
or PSCI/LEAD 311 Congress
or PSCI/LEAD 314 Leadership in American Political Development
or PSCI 315 Parties in American Politics
or PSCI 316 Policy Making Process

One International Political Economy course:
ECON 215/INST 315 International Trade, Globalization, and Its Effects
or ECON 219 Global Economic History
or ECON 358 International Trade and Economic Policy
or ECON 360 International Monetary Economics
or ECON 393 International Macroeconomics
or ECON 514/ECON 389 Tax Policy in Emerging Markets
or ECON 515 Developing Country Macroeconomics II
or ECON 516 International Trade and Development
or ECON 535T International Financial Institutions
or ENVI/PSCI 328 Global Environmental Politics
or MAST/ENVI 351/PSCI 319 Marine Policy
or PSCI 223 International Law
or PSCI 228 International Organization
or PSCI 229 Global Political Economy
or PSCI 265 The International Politics of East Asia
or PSCI 323 Oil and International Security
or PSCI 324 International Legitimation
or WGSS 211/ECON 211 Gender in the Global Economy

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.

Recommended Progression Through the Required Major Courses

Students considering a major in Political Economy are encouraged to begin with ECON 110 and 120 and PSCI 201 or 203 in their first year as these courses are the prerequisites or co-requisites for POEC 250. Students would then take POEC 250, POEC 253 (or ECON 255), and PSCI 202 or 204 during the sophomore and junior years, keeping in mind that both POEC 250 and POEC 253 are offered only in the fall.

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, many Political Economy majors go abroad. Since POEC 250 and POEC 253 are offered in the fall, students considering spending only one semester abroad often find spring to be the better choice. Nonetheless, many students study away for the fall or the whole year. Political Economy majors have often been overrepresented in Williams at Oxford. Students planning to be abroad in the fall should take POEC 250 in their sophomore year if at all possible. Similarly, it is necessary to plan ahead to find the best way to satisfy the empirical methods requirement (POEC 253 or ECON 255) *before* the fall of the senior year. The easiest major credits to obtain abroad are the electives in Political Science and Economics. General study away guidelines for Political Economy are available here.

POEC 250(F) Economic Liberalism and Its Critics Crosslistings: POEC 250/ECON 299/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 mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; intergenerational equity and climate change; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.
Class Format: lecture/discussion Requirements/Evaluation: 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 a score of 5 on the AP exam in U.S. Government and Politics; (or permission of instructor); open to non-majors Enrollment Limit: 35 Expected Class Size: 35 Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major Dept. Notes: formerly POEC 301

Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructors: Jon Bakija, James 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.
Class Format: lecture/discussion Requirements/Evaluation: problem sets, group projects, and three exams Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255 Enrollment Limit: 25 Expected Class Size: 15 Enrollment Preferences: Political Economy majors, Environmental Policy majors and sophomores Dept. Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVP PE Theory/Methods Courses PHLH Statistics Courses POEC Required Courses

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Lara Shore-Sheppard

POEC 397(F) Independent Study: Political Economy
Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Jon Bakija

POEC 398(S) Independent Study: Political Economy
Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Jon Bakija

POEC 401(F) Contemporary Problems in Political Economy
This course examines contemporary problems in political economy in the United States and across the developed world. 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 discussion of the philosophical foundations of economic policy-making. We then discuss welfare states in comparative perspective with special attention to the development of the American welfare regime. The remainder of the course is dedicated to particular issue areas of contemporary concern: pensions, health insurance, education, family policy, and immigration. The goal of this course is to build upon theoretical debates encountered in POEC 250 as well as to prepare students for the public policy projects they will do in POEC 402.
Class Format: seminar Requirements/Evaluation: two 8- to 10-page papers; one 12- to 15-page paper, rewrite; three short data analysis projects; in-class group presentations; class participation Prerequisites: ECON 110 and 120; PSCI 201 or 203, or equivalent; PSCI 202 or 204, or equivalent; POEC 253 or ECON 255, or permission of instructor; open to non-majors Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: Political Economy majors Dept. Notes: required in the Political Economy major Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC Required Courses

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructors: Darel Paul, David Zimmerman

POEC 402(S) Political Economy of Public Policy Issues
In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive reading, conduct interviews in Washington, D.C. (during spring recess), write a major report on their findings and recommendations, and present and defend their findings in a public talk.
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.
Class Format: seminar with student presentations Requirements/Evaluation: group policy projects including an 80- to 100-page paper and 2-hour presentation Prerequisites: POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors Dept. Notes: required in the Political Economy major Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: EXPE Experiential Education Courses POEC Required Courses

Spring 2016
SEM Section: 01 TF 02:35 03:50 Cathy Johnson, Sara LaLumia

POEC 493(F) Honors Thesis: Political Economy
Political Economy independent study.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Jon Bakija

POLITICAL SCIENCE (Div. II)

Chair, Professor JAMES MCALLISTER

Professors: CRANE, C. JOHNSON, MACDONALD, MAHON***, MARCUS, MCALLISTER, PAUL, M. REINHARDT, SHANKS*. Associate Professors: CROWE, MELLOW, MUNEMO. Assistant Professors: EPHRAIM*, KELANIC, NJOYA, Visiting Assistant Professors: TRAVEN, VANDIVER, YESNOWITZ. 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 pathos. The effort to understand politics aims not only to describe and explain, but also to improve political life.

The Political Science major is structured to allow students either to participate in the established ways of studying politics or to develop their own focus. 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. You can find general study away guidelines for Political Science here.

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 110 The Politics of Place in America (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.
Class Format: seminar Requirements/Evaluation: 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 Class Size: 19 Enrollment Preferences: first year students
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Space and Place Electives PSCI American Politics Courses

Not Offered Academic Year 2016
SEM Instructor: Nicole Mellow

PSCI 111 The Millennial Generation in American Politics (Q)
The Millennial generation those born between the early 1980s and 2000s one of the most diverse in American history, and they are making waves in American politics. For example, if only people over the age of 30 voted in 2008, Romney would have won by 2 million votes rather than losing by 5 million. Young people are consequential in American politics (and across the globe). This course will examine shifts in American political dynamics and examine the role that Millennials play in reshaping the boundaries of politics in the United States. We will also examine the ways in which American political institutions influence the way Millennials view and participate in politics. Students in this course will have the opportunity to collect and analyze their own data about members of the Millennial generation in efforts to make their own conclusions about what we should expect for the future of American politics.
Class Format: lecture Requirements/Evaluation: class participation, reading responses, two short papers, final presentation Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: first year students Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Quantitative/Formal Reasoning

Not Offered Academic Year 2016
LEC Instructor: Candis Smith

PSCI 120(F) America and the World Crosslistings: PSCI 120/LEAD 120/GBST 101
This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change.
We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.
Class Format: lecture Requirements/Evaluation: papers, participation, and exam
Prerequisites: none Enrollment Limit: 35 Expected Class Size: 30 Enrollment Preferences: first-years and sophomores Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Eugene Gholz

PSCI 121(F) Social Movements in International Politics
The study of world politics often focuses on the relationships between sovereign states, and yet some of the most significant developments in international history are attributable to the actions of non-state actors and social movements. In this course, we examine how non-state actors and social movements have, for better or worse, influenced international politics. We begin with an analysis of theories of social movements and contentious politics, and then we examine a set of case studies, including the anti-nuclear weapons movement, the laws of armed conflict, and anti-war/pacifist movements. We examine what motivates these movements, the strategic tactics that they use, and what makes them effective or ineffective. This course assumes no prior knowledge of political science or international relations.
Class Format: seminar Requirements/Evaluation: papers, participation, exam
Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: first-year students
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: David Traven

PSCI 125(F) Leadership, Power and Legitimacy: An Introduction to Leadership Studies
Crosslistings: LEAD 125/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.
Class Format: lecture/discussion Requirements/Evaluation: class participation and several brief (1 page) response papers, a short mid-term paper, and a longer final paper
Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: first-year students and sophomores Dept. Notes: subfield open in Political Science major
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Chip Chandler

PSCI 131(S) Global Queer Politics and Theory
In this course we explore, in a global context, the politics and theories of gay, lesbian, bisexual, transsexual, queer, and two-spirit persons. Despite stunning recent developments in the US and Western Europe regarding the rights, visibility and security of gays and lesbians, from a global perspective matters look quite different. New laws criminalizing homosexuality have been enacted in India and Nigeria. Transnational activism against such laws is slandered as neo-colonial even as India's legislation, for example, revives forms of criminalization first imposed by the British Empire. In the US itself, the advance of marriage equality may be an outlier: legislation against employment discrimination has stalled at the federal level and in most states. We analyze these and related issues, including those confronted by indigenous two-spirit, third and fourth gender persons, using the tools of political theory. Our theoretical range spans classical Greece, Michel Foucault, queer of color critique and beyond
Class Format: seminar Requirements/Evaluation: papers, participation, exam
Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year or second year students Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses

Spring 2016
SEM Section: 01 TR 08:30 09:45 Instructor: Joshua Vandiver

PSCI 132(S) Contemporary Africana Social and Political Philosophy (D) Crosslistings: AFR 132/PSCI 132/AMST 132
This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzegwu, Lucius Outlaw, Oyèrónke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics. This seminar is part of the Exploring Diversity Initiative, and as such we shall investigate—via the authors mentioned—comparative philosophical analyses, critical theorization, and the plurality of global thinking in contemporary social and political philosophy.
Class Format: seminar Requirements/Evaluation: evaluation will be based on attendance and participation, two 5- to 7-page essays, and one 10-page final paper Prerequisites: none; open to all Enrollment Limit: 15 Expected Class Size: 12 Enrollment Preferences: first- and second-year students Extra Info: not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2016
SEM Section: 01 MW 11:00 12:15 Instructor: Neil Roberts

PSCI 140(S) Religion and Capitalism (W) Crosslistings: PSCI 140/SOC 283/REL 282
Up through the 1960s it was popular to claim that the world was becoming increasingly and inevitably secular, with the development of modern capitalist social relations as a signature cause. Today the 'secularization thesis' is largely defunct. Instead one sees the vibrant return of religion to social, economic, and political prominence in most parts of the world—at the very same time we are experiencing through globalization and the information revolution the most dramatic economic advances in a century.
This course investigates the historical and contemporary relationship between culture and economics, religion and capitalism, in their most encompassing forms. In investigating this theme, our cornerstone will be Max Weber's famous argument from *The Protestant Ethic and the Spirit of Capitalism*. Along the way we will discuss both the origins of capitalist society as well as its more recent transformations through the rise of the welfare state, consumerism, and globalization. We will also discuss changes in religion under the influence of capitalism including romanticism, Pentecostalism, moralistic therapeutic Deism, and the 'God gap' between largely theist Africa, South and West Asia, and the Americas on the one hand and largely atheist Europe and East Asia on the other. The focus of the course is on Christianity in Western countries both historically and in the present, but we will spend time discussing religion (particularly Pentecostalism) and capitalism in the contemporary Global South as well.
Class Format: seminar Requirements/Evaluation: regular discussion questions, three 5- to 6-page papers, in-class paper workshops, 20- to 24-page final term paper incorporating earlier papers Prerequisites: none Enrollment Limit: 16 Expected Class Size: 14 Enrollment Preferences: open to first-years and sophomores only Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI Comparative Politics Courses PSCI Political Theory Courses

Spring 2016
SEM Section: 01 MWF 11:00 12:15 Instructor: Darel Paul

PSCI 141(F,S) Bandits and Warlords Crosslistings: PSCI 141/GBST 141/LEAD 141
A leading scholar once quipped that political communities "qualify as our largest examples of organized crime." He wasn't far off: governments are meant to protect their citizenry, but as the #bringbackoursgirls or the KONY 2012 campaigns reveal, sometimes they fail. Bandits emerge, racketeers flourish, and warlords replace governments. By looking at Boko Haram, Séléka rebels, Al-Shabaab, Somali pirates and the Lords Resistance Army, this course explores the conditions that lead to the collapse of government protection and its replacement by bandits and warlords. We will then use this understanding to examine prominent examples of banditry and warlordism in Latin America, the Middle East and Europe.
Class Format: lecture Requirements/Evaluation: class participation, five short papers and a final exam Prerequisites: none; open only to first-years and sophomores Enrollment Limit: 50 Expected Class Size: 40 Enrollment Preferences: first-years
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 Cancelled

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Ngonidzashe Munemo

PSCI 201(F,S) Power, Politics, and Democracy in America
Begun as an experiment over 200 years ago, the United States has grown into a polity that is simultaneously praised and condemned, critiqued and mythologized, modeled by others and remodeled itself. This course introduces students to the dynamics and tensions that have animated the American political order and that have nurtured these conflicting assessments. Topics include the founding of the American system and the primary documents (the Declaration of Independence, the Constitution, and the Federalist Papers), the primary institutions of national government then and now (Congress, the Presidency, and the Supreme Court) and the politics of policy-making in the United States. We study structures, processes, key events, and primary actors that have shaped American political development. In investigating these topics, we explore questions such as these: How is power allocated? What produces political change? Is there is 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?
Class Format: lecture/discussion Requirements/Evaluation: depending on the section, some combination of response papers, short-to-medium papers, exams, and class participation Prerequisites: this is an introductory course, open to first-year students and sophomores; juniors and seniors may enroll only with the permission of instructor and under special circumstances Enrollment Limit: 35 Expected Class Size: 35 Enrollment Preferences: first-years and sophomores
Distributional Requirements: Division 2
Other Attributes: ENVP PTL-A Group Electives POEC Required Courses PSCI American Politics Courses

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Nicole Mellow
LEC Section: 02 TR 11:20 12:35 Instructor: Joshua Yesnowitz

Spring 2016
LEC Section: 01 MW 11:00 12:15 Instructor: Justin Crowe
LEC Section: 02 TR 08:30 09:45 Instructor: George Marcus

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.
Class Format: lecture Requirements/Evaluation: some combination of short papers, midterm exam/paper, final exam, and class participation Prerequisites: this is an introductory course, open to first-year students and sophomores; juniors and seniors may enroll only with permission of instructor and under special circumstances Enrollment Limit: 35 Expected Class Size: 35 Enrollment Preferences: first-year students and sophomores intending to major in Political Science Extra Info: Professor McAllister's section may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: POEC Required Courses PSCI International Relations Courses

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Rosemary Kelanic
LEC Section: 02 TR 11:20 12:35 Instructor: Darel Paul

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: James McAllister

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.
Class Format: lecture/discussion Requirements/Evaluation: two or three papers; some sections also have a final exam Prerequisites: none; this is an introductory course, open to all, including first-year students Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: first-years and sophomores
Distributional Requirements: Division 2
Other Attributes: LEAD Ethical Issues of Leadership POEC Required Courses PSCI Political Theory Courses

Fall 2015
LEC Section: 01 MW 11:00 12:15 Instructor: Joshua Vandiver
LEC Section: 02 MR 02:35 03:50 Instructor: Joshua Vandiver

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Nimu Njoya
LEC Section: 02 TF 01:10 02:25 Instructor: Nimu Njoya

PSCI 204(F,S) Introduction to Comparative Politics: Nationalism, Ideology, and State Power
While the field of international relations focuses on the actions of sovereign states towards 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; 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.
Class Format: lecture/discussion Requirements/Evaluation: (fall) five 2-page essays, a 5-page paper, and a short final; (spring) two 5-page papers and a final exam Prerequisites: none Enrollment Limit: 35 Expected Class Size: 30 Enrollment Preferences: first-years and sophomores
Distributional Requirements: Division 2
Other Attributes: POEC Required Courses PSCI Comparative Politics Courses

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: George Crane

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: George Crane

PSCI 205(S) Political Leadership Crosslistings: LEAD 250/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 officeholders and high-achieving young political leaders—operatives and elected officials.
Class Format: seminar Requirements/Evaluation: three short papers and a final research paper Prerequisites: none Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: Leadership Studies concentrators and Political Science majors Extra Info: not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Spring 2016
SEM Section: 01 M 07:00 09:40 Instructor: Jane Swift

PSCI 206T Dangerous Leadership in American Politics (W) Crosslistings: PSCI 206/LEAD 206

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?
Class Format: tutorial Requirements/Evaluation: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Political Science majors and Leadership Studies concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD Facets or Domains of Leadership

Not Offered Academic Year 2016
TUT Instructor: Nicole Mellow

PSCI 207 Political Elections
The National and state elections taking place this fall, 2014, 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 2014 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 2014 national mid-term elections both for Federal office (Senate and House) and for state offices (governors and state legislators).
Class Format: lecture Requirements/Evaluation: a midterm, a final, and a research paper Prerequisites: none Enrollment Limit: 35 Expected Class Size: 20-24 Enrollment Preferences: Political Science majors
Distributional Requirements: Division 2
Other Attributes: PSCI American Politics Courses

Not Offered Academic Year 2016
LEC Instructor: George Marcus

PSCI 208T(F) Wealth in America (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 about 40 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 Pierson and Hacker's *Winner-Take-All Politics*, will focus on contemporary political debates about the accumulation, concentration, and redistribution of wealth.
Class Format: tutorial Requirements/Evaluation: five essays (5 pages each), five critiques (2 pages each), and one final paper Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: sophomores with an interest in social sciences and junior Political Science and Political Economy majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Fall 2015
TUT Section: T1 M 07:00 09:40 Instructor: Cathy Johnson

PSCI 209(S) Poverty in America Crosslistings: PSCI 209/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 dangers to individuals as well as the 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?
Class Format: lecture/discussion Requirements/Evaluation: class participation, two or three short papers, and a final paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors and concentrators in Public Health
Distributional Requirements: Division 2
Other Attributes: PHLH Decision-Making by Institutions + Individuals PHLH Social Determinants of Health POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: Cathy Johnson

PSCI 210 Culture and Incarceration Crosslistings: PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210
This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives.
Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.
Class Format: seminar Requirements/Evaluation: attendance and active participation (10%); collective/group presentations (30%); four 5-page double spaced e-papers (60%) Prerequisites: none Enrollment Limit: 15 Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora JLST Enactment/Applications in Institutions

Not Offered Academic Year 2016
SEM Instructor: Joy James

PSCI 211(F) Public Opinion and Political Behavior (Q)
This course examines public opinion and political behavior in American politics. The course examines how these influence government actions. 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 the public movement against the war eventually led the US Government to withdraw from that war (Viet Nam). More recently President Bush sought public support for the War launched in 2003 against Iraq and more recently still President Obama is seeking public support for the war against ISIL. We often see political leaders make use of the "bully pulpit" to rally support for their agendas, efforts that sometimes succeed and other times fail. There are many questions we shall examine. Among them: 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 and political behavior of the broader public? Do mass beliefs alter individual voters' choices? When and how do political leaders influence public opinion and when does public opinion and public action influence the behavior of their political leaders?
We have direct access to the holdings of the Roper Center, using iPOLL. These holdings enables direct exploration of the thousands of polls on American public opinion from 1937 to today.
Class Format: lecture/discussion Requirements/Evaluation: 8- to 12-page research paper, a midterm and final examination Prerequisites: none Enrollment Limit: 25 Expected Class Size: 14
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: PSCI American Politics Courses PSCI Research Courses

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: George Marcus

PSCI 212 Hip-Hop and Political Theory Crosslistings: AFR 207/PSCI 212
This course is an introduction into the theoretical underpinnings of the genesis and evolution of hip-hop, a late modern phenomenon whose forms are routinely referred to as a movement, a culture, a music, and a politics. Since its emergence in the South Bronx during the late 1970s, what constitutes the organizing definitions and philosophical bulwarks of hip-hop are often underexplored. The course illuminates such submerged, neglected, and contested bodies of knowledge by focusing on eight concepts: justice, rights, recognition, freedom, equality, democracy, love, and judgment. Through these principles, students are able to address how we frame questions of race, ethnicity, gender, sexuality, class, authenticity, the public sphere, incarceration, and globalization. Our meetings consider the popular and the underground, the originally forged and the remixed, the utility of nomenclature bifurcating conscious and radical hip-hop on the one hand and alternative modes following the logic of neoconservatism and neoliberalism on the other, examining throughout the interplay among language, aesthetics, and form. We investigate as well whether hip-hop in the United States and around the world is intrinsically a political, anti-political, or neutral force in the realm of politics. Written texts, lyrical thought, breaking, film, music videos, and guest lectures by rappers, R&B singers, DJs, academics, and graffiti artists are interwoven in assignments and in-class discussions. Through these mediums and select experiential education opportunities outside the classroom, students have an opportunity to render evaluations on the political theory of hip-hop between past and future.
Class Format: lecture Requirements/Evaluation: attendance and participation, two 5- to 7-page essays, and choice of a final 10-page paper or final project; students opting for a final project must receive instructor approval and convey the contours of a core course concept Prerequisites: none; open to all Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: none Extra Info: through one of the following mediums:video interviews with visiting artists and scholars, a PowerPoint presentation, original song, mixtape, or combined multimedia presentation may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Critical and Cultural Theory Electives

Not Offered Academic Year 2016
LEC Instructor: Neil Roberts

PSCI 213 Black Politics in the United States Crosslistings: PSCI 213/AFR 216/AMST 213
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.
Class Format: seminar; class time will be divided between lectures and class discussions **Requirements/Evaluation:** two 6- to 8-page response papers, a take-home final exam, reading evaluations and class participation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** sophomores and juniors
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Candis Smith

PSCI 214 **Governing Diversity: US Minorities in American Politics**
Racial and ethnic minorities are projected to make up the majority of the American population by 2043. Additionally, women and members of LGBT communities are becoming more prominent in American politics. What do these changes mean for American politics? Are demographics (political) destiny? This course will examine the ways minority groups influence and are influenced by American politics. First this course explores how identity and politics are linked. Then, students will examine the ways in which various groups participate in politics via social movements, political parties, and as office-seeking individuals. Finally, this course will review how public policies influence ethnoracial minorities, women, and LGBT citizens (e.g. discrimination, affirmative action, immigration, language policy), and their reactions to those policies.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, two or three short papers, one final paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** Political Science majors, 1st year students and sophomores **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora PSCI American Politics Courses

Not Offered Academic Year 2016
LEC Instructor: Candis Smith

PSCI 215(F) **Social Movements in the United States**
When and why do social movements occur? What motivates some individuals to participate in organized collective action? What role do strategies, values, decision-making structures, and leaders play? How have recent technological developments transformed recruitment efforts? Which tactics are most effective in pressuring legislators to respond to movement demands? What impacts have oppositional movements had on politics and society in the United States? In considering these (and other) questions, we will explore a range of movements which have both animated previous cycles of protest such as civil rights, women's liberation, and antiwar mobilization along with several cases which characterize our own time including LGBT advocacy, Occupy Wall Street demonstrations, and the Black Lives Matter campaign. When examining the issue grievances and proposed remedies of both historical and contemporary political struggles, we will also focus close attention on media coverage of social movements, intra-movement disputes and inter-movement coalitions, the rise of counter-movements, and movement relations with political parties and presidential administrations.
Class Format: lecture **Requirements/Evaluation:** papers, participation, exam **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Political Science majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: PSCI American Politics Courses

Fall 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Joshua Yesnowitz

PSCI 216(F) **American Constitutionalism I: Structures of Power** **Crosslistings:** PSCI 216/LEAD 216
How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power — the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the conservative ascendancy of the late twentieth century. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5- to 7-page essays, a final exam, and class participation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2
Other Attributes: ENVP PTL-A Group Electives JLST Enactment/Applications in Institutions LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Fall 2015
LEC Section: 01 MF 08:30 09:45 Instructor: Justin Crowe

PSCI 217 **American Constitutionalism II: Rights and Liberties** **Crosslistings:** PSCI 217/LEAD 217
How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties — freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.
Class Format: lecture/discussion **Requirements/Evaluation:** three 5- to 7-page essays, a final exam, and class participation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2
Other Attributes: JLST Enactment/Applications in Institutions LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not Offered Academic Year 2016
LEC Instructor: Justin Crowe

PSCI 218 **The American Presidency** **Crosslistings:** PSCI 218/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.
Class Format: lecture/discussion **Requirements/Evaluation:** one exam, two short to medium length papers, small group projects, and class participation **Prerequisites:** none **Enrollment Limit:** 35 **Expected Class Size:** 35 **Enrollment Preferences:** Political Science majors and Leadership studies concentrators
Distributional Requirements: Division 2
Other Attributes: LEAD American Domestic Leadership LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not Offered Academic Year 2016
LEC Instructor: Nicole Mellow

PSCI 219T **Women in National Politics (W)** **Crosslistings:** INTR 219/PSCI 219/WGSS 219
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, Condoleeza Rice, Sarah Palin, Nancy Pelosi.
Class Format: tutorial **Requirements/Evaluation:** brief analytical papers and response papers for each week's readings **Prerequisites:** none **Enrollment Limit:** 10 **Enrollment Preferences:** juniors and seniors, sophomores with permission of instructor **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Joy James

PSCI 220 **Afghanistan Post-Mortem** **Crosslistings:** ANTH 208/ASST 208/PSCI 220/GBST 208
The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Over the next decade, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not defeat. This course examines the history of American involvement in Afghanistan, beginning in the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development, through the Soviet occupation and U.S. support for Islamist political parties in the 1980s, and continuing with the most recent abortive U.S. efforts at nation-building and social and political reform.
Class Format: seminar **Requirements/Evaluation:** grading will be determined by class participation, two short essays, and a 15-page research paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 15-20 **Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: David Edwards

PSCI 221(F) **European Union Politics** **Crosslistings:** GBST 222/PSCI 221
European Union Politics focuses on the origins and developments of the European Union (EU). Based on its 28 member states of democratically elected governments, the EU may represent a normative power in European and international politics, but also a more or less coherent foreign policy actor in the areas of democracy, development, humanitarian assistance, security and trade. The EU is rooted in the ashes of the Second World War with the overall purpose to maintain peace and order in Europe. Since then, the EU has widened in number of member states, including former post-communist Europe, and deepened to include numerous of policy-areas beyond security. Today, the EU is a unique regional integration project; a hybrid of intergovernmentalism and supranationalism, with capability to coordinate interests and politics of the member states, but also promoting ´European´ interests and values abroad. This course is designed to introduce you to the (a) historical developments of the EU, (b) the EU institutions and decision-making procedures, (c) the EU policy areas and the interests and influences of the EU member-states and (d) the role of the EU in international politics.
Class Format: lecture **Requirements/Evaluation:** map quiz, three papers, group presentation, and final exam **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Global Studies concentrators, then PSCI majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Charlotte Silander

PSCI 223(F) 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, such as international organizations, heads of state, refugees, transnational religious institutions, and multinational corporations. International law is similar to domestic law, with one very crucial difference: it is not enforced by a centralized, sovereign state. 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 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 for justice.
Class Format: lecture Requirements/Evaluation: two midterm exams, one 7-page paper, and one final exam Prerequisites: none Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: Political Science majors
Distributional Requirements: Division 2
Other Attributes: JLST Interdepartmental Electives JLST Enactment/Applications in Institutions JLST Theories of Justice/Law MAST Interdepartmental Electives POEC International Political Economy Courses PSCI International Relations Courses

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: David Traven

PSCI 224(F) Neo-liberalism: What Is It and Why Does It Matter?
We live in the era of neo-liberalism. But what does this mean? This course will focus on neo-liberalism in comparative perspective, looking mainly at the US and Europe. It will consider how neo-liberalism is defined, the role of states in making and maintaining neo-liberalism, the centrality of markets to neo-liberal conceptions, and the kinds of politics that produced and are produced by neo-liberalism. Economically, the course will look at the institutional configuration of neo-liberalism, changes in economies, growing inequality, the financial crises, and prevalence of debt. Politically, the course will address changes in the role of government, what governments do and do not do, the growing influence of financial interests, the role of identities in mobilizing support for and legitimating governments, and the impact of these developments on the status of citizenship and democracy.
Class Format: seminar Requirements/Evaluation: three papers—one 3-page, one 5-page, and one 10-page paper Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: Political Science majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI International Relations Courses

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Michael MacDonald

PSCI 225(S) International Security
This course examines when, why, and how military threats and military force are used to obtain international political objectives. It discusses the many methods used by states and non-state actors to bend opponents to their will, including military coercion, economic coercion, terrorism, guerrilla warfare, nuclear threats, and conventional war. It also explores how the organizational attributes of these actors—e.g., leadership structures, military cultures, and bureaucratic politics—may affect their decisions to use force and the effectiveness with which they do so. The course focuses on the period from the end of World War II until the present.
Class Format: lecture Requirements/Evaluation: class participation, two 4- to 5-page papers, and a 10-12 page final paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: Political Science majors
Distributional Requirements: Division 2
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives LEAD American Foreign Policy Leadership PSCI International Relations Courses

Spring 2016
LEC Section: 01 MWF 08:30 09:45 Instructor: Rosemary Kelanic

PSCI 227 War and the Nation-State
As Charles Tilly famously argued, "War made the state, and the state made war". This course explores the phenomenon of war in its broader socio-economic context during the years between the emergence of the modern nation-state in the late 18th century and the end of World War II. It examines the ways in which warfare influenced state development, and in turn, how state development changed the nature and conduct of war itself. The co-evolution of nation-states and modern warfare is studied in the context of four broad social transformations: the rise of nationalism, democratization, industrialization, and military bureaucratization. We will also discuss the causes, conduct, and consequences of the major wars of this period, including the Napoleonic Wars, the Wars of German Unification, and the cataclysmic showdowns of the twentieth century: World War I and World War II.
Class Format: lecture Requirements/Evaluation: class participation, midterm exam, final exam Prerequisites: none Enrollment Limit: 30 Expected Class Size: 25 Enrollment Preferences: Political Science majors
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Not Offered Academic Year 2016
LEC Instructor: Rosemary Kelanic

PSCI 228 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.
Class Format: lecture Requirements/Evaluation: three short papers, a midterm exam, one longer paper on an assigned topic Prerequisites: none, open to first-year students
Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: Political Science Majors
Distributional Requirements: Division 2
Other Attributes: PHLH Decision-Making by Institutions + Individuals POEC International Political Economy Courses PSCI International Relations Courses

Not Offered Academic Year 2016
LEC Instructor: Cheryl Shanks

PSCI 229(S) Global Political Economy
Political economy, historically denoting the discipline which is today known simply as 'economics', is an holistic inquiry into the structures, institutions and social actors which determine the production, extraction, distribution, consumption and accumulation of economic surplus. Global political economy, the theme of this course, is therefore the study of those processes at the global scale and their diverse territorial, political, economic, and social effects around the world.
Thirty years ago the production, distribution, consumption and accumulation of goods, services and capital were predominantly national, organized by nation-states and within national territories. Today they all are increasingly global in scope, and nation-states find themselves more and more the subjects than the masters of mobile transnational corporations, international trade tribunals, global currency markets and natural resources cartels. All of these developments have direct and far-reaching effects on the power of states, the wealth of societies, and the life chances of billions of people around the world.
This course offers a broad introduction to contemporary global capitalism, emphasizing the inherent and inseparable intertwining of politics and economics, power and wealth, the state and the market. It begins with an overview of the recent history of globalization. The core of the course is made up of a broad analysis of global trade, global finance, and development, with special attention to subjects such as free trade, foreign aid, industrial policy, currency wars, and financial crisis. We conclude the course with a close look at current global financial instabilities and the implications for the future of global capitalism.
Class Format: lecture/discussion Requirements/Evaluation: three 3- to 5-page papers, final exam, class discussion Prerequisites: none Enrollment Limit: 35 Expected Class Size: 30 Enrollment Preferences: Political Science and Political Economy majors
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy GBST Economic Development Studies Electives MAST Interdepartmental Electives POEC International Political Economy Courses PSCI International Relations Courses

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Darel Paul

PSCI 231(S) Ancient Political Thought Crosslistings: PSCI 231/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.
Class Format: lecture/discussion Requirements/Evaluation: three 6- to 8-page papers Prerequisites: none Enrollment Limit: 25 Expected Class Size: 18 Enrollment Preferences: Political Science majors
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Mark Reinhardt

PSCI 232 Modern Political Thought (W) Crosslistings: PSCI 232/PHIL 232
This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.
Class Format: lecture/discussion Requirements/Evaluation: four formal papers of 5-7 pages; brief informal writing tasks inside and outside of class Prerequisites: none; open to all Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Political Science majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI Political Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Laura Ephraim

PSCI 233(S) Rastafari: Dread, Politics, Agency Crosslistings: AFR 299/PSCI 233/REL 261
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.
Class Format: lecture Requirements/Evaluation: attendance and participation, weekly reading e-response papers, two short essays, and a group lyrics and politics final project Prerequisites: none; open to all Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: Africana Studies concentrators and majors in Political Science and Religion Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Neil Roberts

PSCI 234(S) Political Romanticism Crosslistings: ENGL 322/COMP 329/PSCI 234
What is Romanticism, and how does it relate to the world-changing political upheavals that emerge along with it? Romantic literature emerged around the time of the French and Haitian Revolutions, and many Romantic authors were deeply sympathetic to the democratic principles of freedom and equality that inspired such political uprisings. Yet many also questioned revolutionaries' attempts to realize such ideas by forcibly seizing control of governments. These authors became interested in art and literature as alternative means of bringing about social and political change. In so doing, they invented ideas about the political power of art that are still very much with us today. This seminar examines these ideas through readings of works of Romantic literature and the philosophy that brought them into the world, while also considering how arguments subsequently developed for and against political Romanticism inform today's heated debates about the relationship between art and politics. Authors may include Burke, Kant, Rousseau, Wordsworth, Schiller, C. Smith, P.B. Shelley, Hegel, Heine, Marx, and Carl Schmitt.
Class Format: seminar Requirements/Evaluation: evaluation based on two papers, 6 and 8-10 pages in length, weekly posts, and general participation Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: English, Comparative Lit, German, Political Science majors Distribution Notes: meets Division 1 requirement if registration is under ENGL and COMP; meets Division 2 requirement if registration is under PSCI
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses ENGL Literary Histories B

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Walter Johnston

PSCI 235 Environmental Political Theory Crosslistings: PSCI 235/ENVI 235
What is the relationship between politics and nature? Today, this question has been given special urgency by the reality of environmental degradation and the efforts of social movements that seek a more sustainable future. But the nature-politics relationship is also a longstanding source of controversy and insight within the history of political thought. In this class, we will consider the efforts of both canonical and contemporary political theorists to fashion political principles suited to organizing the comportment of human communities towards non-human nature. The texts we read will prompt us to question common presuppositions about human nature and the material settings of political life. They will also challenge us to reconsider the actors, spaces, and knowledge that constitute politics. By putting contemporary scholarly and activist visions of environmental justice and sustainability into dialogue with works by Aristotle, Hobbes, Rousseau, and others, we will become more familiar with the theoretical roots of contemporary debates about the environment and better equipped to notice elisions in both past and present conceptions of nature and politics. The course will primarily be driven by discussion, often introduced by 15-20 minute lectures.
Class Format: lecture/discussion Requirements/Evaluation: three papers of 5-7 pages each and class participation Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: first years and sophomores; then Political Science majors and Environmental Studies majors/concentrators Extra Info: please note that this is an introductory-level course with no prerequisites. First year students and those with no background in political theory are welcome, as are more experienced students
Distributional Requirements: Division 2
Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP PTL-A Group Electives ENVP SC-B Group Electives PSCI Political Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Laura Ephraim

PSCI 236 Sex, Gender, and Political Theory Crosslistings: PSCI 236/WGSS 236
This course offers a feminist reading of key concepts in the study of politics: freedom, justice, equality, obligation, representation, alienation, and objectification. Each of these terms will be considered in relation to problems of political exclusion and social stratification that persist in democracies, with particular attention to inequalities based on 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 an 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 science 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.
Class Format: lecture/discussion Requirements/Evaluation: one oral presentation, one response paper (1 page), and three essays (6-8 pages) Prerequisites: none Enrollment Limit: 25 Expected Class Size: 21 Enrollment Preferences: Political Science and Women's, Gender and Sexuality Studies majors
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PSCI Political Theory Courses WGSS Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Nimu Njoya

PSCI 238(F) Economic Liberalism and Its Critics Crosslistings: POEC 250/ECON 299/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 mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; intergenerational equity and climate change; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.
Class Format: lecture/discussion Requirements/Evaluation: 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 a score of 5 on the AP exam in U.S. Government and Politics; (or permission of instructor); open to non-majors Enrollment Limit: 35 Expected Class Size: 35 Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major Dept. Notes: formerly POEC 301
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructors: Jon Bakija, James Mahon

PSCI 239 Science, Gender and Power Crosslistings: PSCI 239/WGSS 238
This course considers debates in feminism about the relationship between science, gender and power in politics. On the one hand, shifting ideas about gender have influenced the development of the sciences through history: for example, some feminists argue that science has historically been premised upon a view of women as objects, not subjects, of knowledge. On the other hand, shifting ideas about 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. Do science and technology serve to transform or 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 reject 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? What kinds of alternatives to objectivity exist, and should they, too, count as "science"? Rather than treating science as a monolith, we will endeavor to understand the implications of various sciences—as practiced and envisioned 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, and Octavia Butler.
Class Format: seminar Requirements/Evaluation: three 5- to 7-page papers and class participation Prerequisites: none Enrollment Limit: 25 Expected Class Size: 21 Enrollment Preferences: Political Science majors and Women's, Gender and Sexuality Studies majors
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses WGSS Theory Courses

Not Offered Academic Year 2016
SEM Instructor: Laura Ephraim

PSCI 240(F) Theories of Comparative Politics
This course deals with the concepts that organize much of the contemporary study of comparative politics. The course discusses the purposes of states, the origins of capitalism, the relationship of states to capitalism, the connection between identities, cultures, and states, and the definition and nature of power. The readings include Alexis de Tocqueville, Karl Marx, Max Weber, Karl Polanyi, Barrington Moore, Michel Foucault, and Edward Said.
Class Format: lecture/discussion Requirements/Evaluation: three papers Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Political Science majors
Distributional Requirements: Division 2
Other Attributes: PSCI Comparative Politics Courses

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Michael MacDonald

PSCI 241 Meritocracy Crosslistings: PSCI 241/SOC 241
Although far less than 1% of American college and graduate school students attend an Ivy League university, 40% of the top decision makers in the second Obama administration did. Is this fact a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equality of opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite?
This course explores the theme of meritocracy— rule by the intellectually talented—in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day China, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality and will include one or more of the following authors: Joseph Kett (*Merit), Charles Murray (Coming Apart*), Tyler Cowen (*Average is Over*), and Christopher Hayes (*Twilight of the Elites*).
Class Format: seminar Requirements/Evaluation: class participation, two or three short papers, and a final paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15 Enrollment Preferences: Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Not Offered Academic Year 2016
SEM Instructor: Darel Paul

PSCI 243(S) Politics of Africa Crosslistings: PSCI 243/AFR 256
This course provides an introduction to the politics of contemporary Africa, emphasizing the diversity of African politics. It seeks to challenge the widespread image of African politics as universally and inexplicably lawless, violent, and anarchic. We begin by examining the colonization of Africa, nationalist movements, and patterns of rule in the first 30 years of independence. From there, we analyze the causes, achievements and limitations of the recent wave of political liberalization across Africa. We then consider patterns of economic development in Africa. Finally, we examine China's growing expansion into Africa and ask whether this is a new colonialism.
Class Format: lecture/discussion Requirements/Evaluation: class discussion, four short papers and final exam Prerequisites: none Enrollment Limit: 35 Expected Class Size: 30 Enrollment Preferences: sophomores, Political Science majors and Africana Studies concentrators
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Spring 2016
LEC Section: 01 Cancelled

PSCI 245(S) Politics of the Middle East
This introductory course deals with both the domestic and regional politics of the Middle East. Focusing on Iran, Iraq, Lebanon, Saudi Arabia, and Syria, it considers the forces that situate, define, and motivate politics inside these countries and between them. It will examine the history of the region and how states came to be created and boundaries drawn between them, the formation of states and their bases of support and sources of resistance, religious and ethnic conflicts, and the political economy of the countries and the region. It also will engage the on-going civil wars in several countries, state breakdown and the rise of ISIS, geopolitics and the rivalry between Saudi Arabia and Iran.
Class Format: lecture Requirements/Evaluation: two papers, with a total length of 20 pages Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: Political Science majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PSCI Comparative Politics Courses PSCI International Relations Courses

Spring 2016
LEC Section: 01 TF 02:35 03:50 Instructor: Michael MacDonald

PSCI 247 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?
Class Format: lecture/discussion Requirements/Evaluation: two short papers and a final exam Prerequisites: none Enrollment Limit: 35 Expected Class Size: 35 Enrollment Preferences: Political Science and Asian Studies majors
Distributional Requirements: Division 2
Other Attributes: ASST Interdepartmental Electives GBST East Asian Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Not Offered Academic Year 2016
LEC Instructor: George Crane

PSCI 248T The USA in Comparative Perspective (W)
Politics in the USA is often considered unique and incomparable, and US political science separates the study of American politics from comparative politics. This course overcomes this divide, considering politics and society in the United States comparatively, from a variety of viewpoints and by authors foreign and American, historical and contemporary. Important topics 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 Tocqueville to José Martí, Max Weber, and Sayyid Qutb.
Class Format: tutorial; a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: sophomores Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora PSCI American Politics Courses PSCI Comparative Politics Courses

Not Offered Academic Year 2016
TUT Instructor: James Mahon

PSCI 249 From Beetroot to Zero Grazing: Comparative Response to AIDS in Africa
Crosslistings: PSCI 249/GBST 249
As AIDS in African countries grew from a few cases in the mid-1980s to more generalized levels by the mid-1990s, government policy varied widely. Consider that while Kenyan medical officials denied the existence of AIDS (insisting that the four deaths reported in the press were due to skin cancer), in Senegal, President Diouf openly acknowledged AIDS and launched a national prevention and control program. South African President Mbeki and his health minister questioned whether HIV causes AIDS and suggested a garlic, beetroot, and lemon concoction as treatment, while in Uganda, President Yoweri Museveni developed a successful home-grown `Zero Grazing' campaign. Why did some African governments respond early and aggressively to AIDS, while others did essentially the opposite? What has worked and what hasn't in the fight against AIDS in African countries? Has political liberalization improved the responsiveness of African governments to AIDS? In this course we aim to better understand how politics and social factors shaped African countries' responses to AIDS.
Class Format: lecture Requirements/Evaluation: active participation in class discussions, 4 short papers (4-5 pages), and a final project Prerequisites: at least one PSCI course or Introduction to Public and Global Health (ANTH 105, INTR150, PHLH150) Enrollment Limit: 30 Expected Class Size: 20 Enrollment Preferences: Political Science majors, Public Health concentrators and Global Studies concentrators, in that order Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives PHLH Decision-Making by Institutions + Individuals

Not Offered Academic Year 2016
LEC Instructor: Ngonidzashe Munemo

PSCI 253 Comparative Race and Ethnic Politics Crosslistings: PSCI 253/AFR 253
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 Format: seminar; class time will be divided between lectures and class discussions Requirements/Evaluation: two 6- to 8-page response papers, a take-home final exam, reading evaluations and class participation Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: sophomores and juniors
Distributional Requirements: Division 2
Other Attributes: ASAM Related Courses POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
SEM Instructor: Candis Smith

PSCI 254 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.
Class Format: seminar/lecture Requirements/Evaluation: one 3-page paper, one 5- to 7-page paper, and one 10-page project Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: Political Science majors
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Not Offered Academic Year 2016
SEM Instructor: Michael MacDonald

PSCI 262 America and the Cold War Crosslistings: PSCI 262/LEAD 262
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.
Class Format: lecture/discussion Requirements/Evaluation: one medium length paper, an in-class midterm and final exam, and a series of short assignments Prerequisites: none; PSCI 202 is recommended but not required Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not Offered Academic Year 2016
LEC Instructor: James McAllister

PSCI 263 America and the Vietnam War (W) Crosslistings: PSCI 263/LEAD 242
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.
Class Format: seminar Requirements/Evaluation: two 7-page papers, one 8- to 10 page paper, and active class participation Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: sophomore and junior Political Science majors and Leadership Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not Offered Academic Year 2016

PSCI 264 Politics of Global Tourism
A decade ago, tourism passed oil to become the world's most valuable export. This arguably frivolous activity accounts for more than 10% 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).
Class Format: lecture/discussion Requirements/Evaluation: two essays, one major presentation with accompanying write-up, active and constructive class participation Prerequisites: none Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: Political Science majors
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Not Offered Academic Year 2016
LEC Instructor: Cheryl Shanks

PSCI 265(F) The International Politics of East Asia
This course examines the political, economic, and cultural determinants of conflict and cooperation in East Asia. Throughout the semester, we will examine three distinct but inter-related aspects of international relations in East Asia: Security, economy, and culture by using some core concepts and theoretical arguments widely accepted in the study of international relations. We will engage some of the central questions and issues in the current debate on East Asia. Do East Asian countries seek 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 limited military means? What is the choice for South Korea between security alliance with the United States and national reconciliation with the North? What should be done to dissuade the authoritarian 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 Asian international politics.
Class Format: lecture/discussion Requirements/Evaluation: midterm exam, team debate, take-home final exam, class participation and other assignments Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: Political Science and Asian Studies majors
Distributional Requirements: Division 2
Other Attributes: ASST Interdepartmental Electives POEC International Political Economy Courses PSCI International Relations Courses

Fall 2015
LEC Section: 01 MWF 08:30 09:45 Instructor: George Crane

PSCI 266 The United States and Latin America
This course examines the most important political and diplomatic divide in the Western Hemisphere. The first half is a historical survey of US-Latin American foreign relations from the early Spanish American independence movements through the end of the Cold War, with some emphasis on the latter. We consider how this history confirms or undermines influential views about US foreign relations and about international relations generally. We also compare historical US foreign policy toward the hemisphere to current policy globally. The second half covers the most important current issues in hemispheric relations: the rise of lefist governments in Latin America, 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.
Class Format: lecture/discussion, with more lecture in the first half, more discussion and several in-class debates in the second Requirements/Evaluation: a map quiz; a 5-page midterm paper; one 4-page policy paper; and either a second policy paper and the regular final exam, or a medium-length (10-page) research paper and an abbreviated final exam
Prerequisites: none Enrollment Limit: 35 Expected Class Size: 35 Enrollment Preferences: Political Science majors
Distributional Requirements: Division 2
Other Attributes: GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not Offered Academic Year 2016
LEC Instructor: James Mahon

PSCI 268(S) Israeli Politics
This is an introductory course on Israeli politics. Approaching questions historically, it discusses the evolution of Zionism before and after the founding of Israel, the immigration and assimilation of Jews from Arab states, and the changes in Israeli politics and society introduced by the acquisition of the West Bank and the ensuing occupation and settlements. The course also will address Israel's foreign policies, including its relationship with the USA, and the conflict with Palestinians.
Class Format: lecture Requirements/Evaluation: two papers Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Political Science majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: GBST Middle Eastern Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: Michael MacDonald

PSCI 271 Religion and the State Crosslistings: REL 214/PSCI 271
The First Amendment of the U.S. Constitution begins: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." What does "religion" mean in this formulation? Should "religion" be singled-out for exclusion from government? Are "religious" reasons ever legitimate reasons for laws, policies or popular political action? Should "religious" organizations be exempt from otherwise generally applicable laws? Is "religion" good or necessary for democratic societies? In this course we will respond to these and related questions through an investigation of "religion" as a concept in political theory. Particular attention will be given to the modern liberal tradition and its critics. Coverage will range from modern classics to innovative contemporary arguments. Classics may include John Locke's *A Letter Concerning Toleration*, selections from Jean-Jacques Rousseau's *The Social Contract*, James Madison's *Memorial and Remonstrance Against Religious Assessments*, Immanuel Kant's *Religion Within the Boundaries of Mere Reason*, John Stewart Mill's *Three Essays On Religion*, and John Dewey's *A Common Faith*. More recent arguments may come from John Rawls, Alasdair MacIntyre, Nicholas Wolterstorff, Martha Nussbaum, Jeffrey Stout, Winnifred Sullivan, Brian Leiter and Andrew Koppelman.
Class Format: seminar Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final take-home exam Prerequisites: none Enrollment Limit: 30 Expected Class Size: 25 Enrollment Preferences: Religion majors, those interested in being Religion majors, and Political Science majors concentrating on Political Theory
Distributional Requirements: Division 2
Other Attributes: JLST Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Jeffrey Israel

PSCI 273 Politics without Humans? Crosslistings: PSCI 273/ENVI 273
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.
Class Format: lecture/seminar Requirements/Evaluation: class participation, three 6- to 8-page papers Prerequisites: none Enrollment Limit: 35 Expected Class Size: 15 Extra Info: please note that this is an introductory-level course with no prerequisites. First year students and those with no background in political theory are welcome, as are more experienced students
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy ENVP PTL-A Group Electives ENVP SC-B Group Electives PSCI Political Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Laura Ephraim

PSCI 281(S) Media and Politics in the United States
What is expected of the mass media in a democratic society? How have the American polity's assumptions about press responsibilities changed over time and what are the implications of shifting consumer demands for the American political process? This course examines the interdependent relationship among news-gathering institutions, political actors, and the public in the U.S. political system. In particular, this course relates our understanding of the functions of media in American life to contemporary developments such as the role of economic factors in shaping news coverage; the rise of narrowcasting and the effect of certain types of media consumption on political knowledge; and the impact of social media and innovations in citizen journalism on traditional media operations. Additional topics to be considered include evaluating media coverage of the presidential nomination process and exploring the role of political satire and comedy in framing civic conversation and mobilizing political participation.
Class Format: lecture Requirements/Evaluation: papers, participation, exam
Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20 Enrollment Preferences: Political Science majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PSCI American Politics Courses

Spring 2016
LEC Section: 01 TR 08:30 09:45 Instructor: Joshua Yesnowitz

PSCI 283(S) Dirty Politics: Regulating Hazardous Chemicals and Wastes
Crosslistings: ENVI 283/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.
Class Format: seminar Requirements/Evaluation: participation, several smaller assignments, and a final research project Prerequisites: ENVI 101 or permission of instructor Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: Environmental Policy & Environmental Science majors, Environmental Studies concentrators, and Political Science majors Dept. Notes: satisfies the "Environmental Policy" requirement for the Environmental Policy major and the environmental studies concentration
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives ENVI Environmental Policy ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives PHLH Nutrition,Food Security+Environmental Health POEC Comparative POEC/Public Policy Courses PSCI Research Courses

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Pia Kohler

PSCI 285(F) The Revolutionary Generation: Galaxy of Leaders Crosslistings: LEAD 285/PSCI 285/HIST 354
The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as 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.
Class Format: seminar Requirements/Evaluation: evaluation based on three papers, several class presentations, and active participation in all discussions Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: students with a background in American History or Political Science Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Susan Dunn

PSCI 291T(S) American Political Events (W)
Scandals. Wars and assassinations. Contested elections, Supreme Court decisions, and constitutional amendments. As large as they loom in our daily experience and our historical memory, these sorts of events—concrete, discrete things that happen in and around the political world—are often underestimated as catalysts of political change. Indeed, in the study of American political development, we often look to complex processes and underlying causes as explanations for how and why ideas, institutions, and policies both emerge and evolve. Yet for all our focus on long-term and subtle causal mechanisms, events often serve as political turning points in ways that vary over time, last for extended periods of time, and are not always entirely predictable at the time. Beginning from the presumption that change often has proximate as well as latent causes, this tutorial focuses on events as critical junctures in American politics. Our concern with these events is not with why they happened as or when they did but, rather, with how they altered the American political order once they did—with how they caused shifts in political alignments, created demands for political action, or resulted in a reordering of political values. Over the course of the semester, we will look at ten different types of events, ranging from those that seem bigger than government and politics (economic collapse) to those that are products of government and politics (landmark policy initiatives), in each instance juxtaposing two different occurrences of a particular category of event. In so doing, we will seek to use controversial and consequential moments in American politics as a window into deeper questions about political change and the narratives we tell about it.
Class Format: tutorial Requirements/Evaluation: five 5-to 7-page essays, five 2- to 3-page critiques, and a final 4-page reflection Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: first-years and sophomores considering a major in Political Science Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI American Politics Courses

Spring 2016
TUT Section: T1 TR 08:30 09:45 Instructor: Justin Crowe

PSCI 301 Environmental Politics and Policy (W) Crosslistings: ENVI 309/HSCI 309/SCST 309/PSCI 301
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.
Class Format: seminar Requirements/Evaluation: evaluation is based on several shorter writing assignments, a semester-long research project, and participation Prerequisites: ENVI 101 or permission of instructor Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Environmental Policy & Environmental Science majors & Environmental Studies concentrators; but other students interested in public policy are welcome Dept. Notes: required course for the Environmental Policy major and the Environmental Studies concentration
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy ENVP PTL Theory/Method Courses ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
SEM Instructor: Brian McCammack

PSCI 305T(F) Challenges Of Knowing
Although we may be mistaken about something we have ourselves experienced, we often take direct experience to be valid on its face. How do we know about events that occurred outside our ken? The distinction between knowledge as truth, based on direct knowledge, and mere opinion unhinged from direct observation, has a long lineage. The concern for how we know something to be true has given birth to the field of epistemology, the study of truth and how best to obtain and represent it. The tutorial will consider the matter of truth and its telling using a variety of case studies from the Holocaust. How can we, who have had no direct experience, nor memories, of the events of the Holocaust, come to know it?
There is a wide variety of ways of seeking and representing truth: memoir, testimony, documents of the time, oral history, each derived directly from participants. There are also accounts given by non-participants: documentary producers, journalists, historians, sociologists, and others using the tools of their disciplines. Each of these have different ways of generating an understanding and each brings some attendant standards to distinguish true from falsity (e.g., memoirs can be self-serving or self-effacing, even complete mis-representations; historians and journalists need to be able to tell whether a document is real or is a forgery).
Class Format: tutorial Requirements/Evaluation: typical tutorial format Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: seniors, Political Science majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
TUT Section: T1 TF 01:10 02:25 Instructor: George Marcus

PSCI 308(F) From Welfare to Nanny to Surveillance? The Politics of the American State (W)
Ronald Reagan's pronouncement in 1981 that "government is not a solution to our problem, government is the problem" has 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.
Class Format: seminar Requirements/Evaluation: 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: 14 Expected Class Size: 14 Enrollment Preferences: Political Science majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Nicole Mellow

PSCI 309(F) Problems and Progress in American Democracy Crosslistings: PSCI 309/LEAD 309
"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 four central elements of political life—religion, education, difference, 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 whether particular religious traditions might be incompatible with democratic values, the extent to which recent changes in higher education have affected the health of democratic politics, the effects of ideological polarization on democratic discourse, 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.
Class Format: discussion Requirements/Evaluation: 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 instructor Enrollment Limit: 19 Expected Class Size: 19 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: EXPE Experiential Education Courses JLST Interdepartmental Electives LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Justin Crowe

PSCI 310(S) Political Psychology Crosslistings: PSCI 310/PSYC 345
What sort of politics can humans enact? For millennium political philosophers begin their political programs by asserting different foundational claims about "human nature" that in turn led them to 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 therefor accept rule by their betters. Many of the disputes turn on how rational people are and on their capacity to pursue justice for all people. We explore what political psychology tells us about people as political citizens and as leaders. What answers does political psychology provide? We find intriguing new answers from neuroscience.
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.
Class Format: lecture/discussion Requirements/Evaluation: a midterm, a term paper, and a final exam Prerequisites: a PSCI elective at the 200 or 300 level OR PSYC 101, 212, 221, 232, 242, 251, or 300-level course Enrollment Limit: 35 Expected Class Size: 13
Distributional Requirements: Division 2
Other Attributes: PSCI American Politics Courses

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: George Marcus

PSCI 311 Congress (W) Crosslistings: PSCI 311/LEAD 311
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? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote-or hinder-the legitimacy, responsiveness, and responsibility expected of a democratic
governing institution?
Class Format: seminar Requirements/Evaluation: class participation, several short papers, research paper Prerequisites: PSCI 201 or permission of instructor Enrollment Limit: 14 Expected Class Size: 14 Extra Info: American Politics Subfield; Research Skills Course
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Not Offered Academic Year 2016
SEM Instructor: Cathy Johnson

PSCI 312T American Political Thought (W) Crosslistings: PSCI 312/LEAD 312
From democracy to liberty, equality to community, foundational *ideas* — about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life — define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the

birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate — reconciling where possible, distinguishing where necessary, interpreting in all instances — the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America — as told by those who lived it.
Class Format: tutorial Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay Prerequisites: none
Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Political Science majors and prospective majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives PSCI American Politics Courses PSCI Political Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Justin Crowe

PSCI 313 Race, Culture, Incarceration (D) (W) Crosslistings: INTR 322/PSCI 313/AFR 322/AMST 322
This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the Untied States.
Class Format: seminar Requirements/Evaluation: brief analytical papers and group presentations. Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Joy James

PSCI 314 Leadership in American Political Development (W) Crosslistings: PSCI 314/LEAD 314
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 course 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.
Class Format: research seminar Requirements/Evaluation: several short essays, weekly writing assignments, and a longer research paper with presentation Prerequisites: previous course in American politics or American history Enrollment Limit: 14 Expected Class Size: 14 Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Not Offered Academic Year 2016
SEM Instructor: Nicole Mellow

PSCI 315(S) Parties in American Politics (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. How have the parties changed over time? 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.
Class Format: seminar Requirements/Evaluation: weekly writing assignments, two 5-page papers, one 15- to 20-page paper, class presentation, and class participation Prerequisites: PSCI course at the 200 or 300 level or permission of instructor Enrollment Limit: 14
Expected Class Size: 14 Enrollment Preferences: Political Science majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Nicole Mellow

PSCI 316(F) Policy Making Process (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?
Class Format: seminar Requirements/Evaluation: several short papers, research paper, class participation Prerequisites: one course in PSCI or permission of instructor Enrollment Limit: 14 Expected Class Size: 11 Enrollment Preferences: Political Science and Political Economy majors, and students with an interest in public policy Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Cathy Johnson

PSCI 317(F) Environmental Law Crosslistings: ENVI 307/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.
Class Format: seminar Requirements/Evaluation: based on several short writing assignments, a term research project, and active participation in class. Prerequisites: ENVI 101 or permission of instructor Enrollment Limit: 25 Expected Class Size: 25 Dept. Notes: required course for students wishing to complete the major in Environmental Policy; satisfies the "Environmental Policy" requirement for the Environmental Studies concentration
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives ENVI Environmental Policy ENVP Core Courses JLST Enactment/Applications in Institutions MAST Interdepartmental Electives POEC U.S. Political Economy + Public Policy Course SCST Elective Courses

Fall 2015
LEC Section: 01 M 07:00 09:40 Instructor: David Cassuto

PSCI 318T Declining Significance of Race and Racism in U.S. Politics? (W)
Crosslistings: PSCI 318/AFR 318/SOC 318
Historically, America has faced a dilemma. On one hand, the United States was founded on the principles of liberty and equality, and consequently the American ethos is largely characterized by individualism and egalitarianism. On the other hand, the U.S. has faced and continues to be challenged with matching its expectations and ideals of itself with reality, as there are on-going inequalities based on race, gender, religion, and sexuality. Nonetheless, one would have difficulty in arguing that American society has not improved at all, especially over the past half-century. The U.S. government — via Congress, the Supreme Court, and Executive Orders of various Presidents — has improved the well-being and status of racial minorities. Further, the overwhelming majority of American citizens eschew racist language and attacks on racial and ethnic minorities. Some would argue that the election of the United States — first Black president is a clear indication that the country is approaching — if not already realizing — its post-racial, American Dream. But, scholars who have tried to measure the significance, impact, and effect of race on American politics are currently engaged in a highly contested debate on the extent to which racism has declined in this society. In this tutorial, we will explore a variety of debates concerning the role of race in American society and American Politics. Have racial attitudes improved over the past 60 years or has the language of racial animus simply changed over that time? Are racial minorities failing to live up the opportunities provided to them by the U.S. Constitution and various other laws or are there structural barriers that are too high for them to overcome? Is the election of minority leaders in majority white districts a sign that racial attitudes have an insignificant influence on candidate evaluation and elections or have minority candidates deracialized their campaigns in a way that may ultimately disserve minority groups? These are just a few of the questions we will consider. Students will be exposed to texts on at least two sides of various debates.
Class Format: tutorial Requirements/Evaluation: five 5-page essays, five 2-page response papers; one final 5-page reflection essay Prerequisites: none Enrollment Limit: 10
Expected Class Size: 10 Enrollment Preferences: seniors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSCI American Politics Courses

Not Offered Academic Year 2016
TUT Instructor: Candis Smith

PSCI 319(F,S) Marine Policy Crosslistings: MAST 351/ENVI 351/PSCI 319
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.
Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore Requirements/Evaluation: an independent research paper, a presentation, and a final exam Dept. Notes: satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy ENVP PTL Theory/Method Courses ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives EXPE Experiential Education Courses POEC International Political Economy Courses

Fall 2015
LEC Section: 01 TBA Instructor: Catherine Hall

Spring 2016
LEC Section: 01 TBA Instructor: Catherine Hall

PSCI 321(S) The Politics of Human Rights
In this course, we examine the politics of human rights in international relations. We begin by considering whether human rights reflect universal moral values or whether they are culturally relative, and we consider how differing conceptions of human rights generate tensions between

societies in international politics. Second, we discuss the history of the struggle for human rights in international relations, focusing on the development of the global movement for creating more robust human rights standards in international law and society. In particular, we examine human rights politics at the United Nations, the struggles against colonialism and imperialism, genocide, racial discrimination, women's rights, gay rights, and global inequality. Third, we examine how global human rights discourse has affected the notion of state sovereignty in international politics and how it has influenced national governments. Finally, we consider the difficulty of enforcing human rights norms in international politics, focusing specifically on the International Criminal Court, the United Nations, and the strategies of non-governmental organizations and activists.
Class Format: seminar **Requirements/Evaluation:** papers, participation, exam
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Political Science majors, seniors, juniors
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Spring 2016
SEM Section: 01 MWF 08:30 09:45 Instructor: David Traven

PSCI 323(S) The Geopolitics of Energy (W)
This course examines how energy shapes world politics, covering historical events like the 1973 oil embargo as well as contemporary issues, such as the potential for great power rivalry in the Middle East, the political significance of the U.S. energy boom, and how Russia's dominance of European natural gas might translate into political influence. These and other topics are examined using theories of resource conflict, economic interdependence, political coercion, and petro-aggression.
Class Format: seminar **Requirements/Evaluation:** class participation, oral presentation, 2 or 3 short writing exercises (3-5 pages), and a 15-page research paper **Prerequisites:** at least one course in international relations, preferably PSCI 202, or permission of instructor
Enrollment Limit: 14 **Expected Class Size:** 14 **Enrollment Preferences:** junior and senior Political Science majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC International Political Economy Courses PSCI International Relations Courses PSCI Research Courses

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Rosemary Kelanic

PSCI 324 International Legitimation (W)
In theory, self-determination means that it is those who are ruled who decide who rules them and how. In practice, not only do pervasive international, foreign and universal standards influence what type of government people believe to be acceptable and desirable, but international actors also rule directly on the legitimacy of a regime's policy or on the regime itself. Individual countries have always sought to change others, and following wars, countries have often collectively enforced peace terms. It is multilateral institutions ruling in peacetime that is relatively new. This research seminar investigates organized international, multilateral attempts to mold a delinquent country's domestic politics by enforcing extranational standards. We investigate three types of cases: UN Security Council threats and condemnations, international criminal prosecutions, and international election monitoring. All students read common secondary materials and engage in research design workshops; each will write (and rewrite) an independent research paper grounded in primary sources.
Class Format: seminar **Requirements/Evaluation:** four short component papers (one 2-page, one 5-page, one 1-page and one 3-page), each subject to revision, and one integrated research paper **Prerequisites:** PSCI 202 **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** senior majors, junior majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC International Political Economy Courses PSCI Research Courses

Not Offered Academic Year 2016
SEM Instructor: Cheryl Shanks

PSCI 328(F) Global Environmental Politics (W) **Crosslistings:** ENVI 328/PSCI 328
In the last two weeks of our Fall 2015 semester, world leaders will gather in Paris with the aim of finalizing an arduously negotiated global agreement on climate change. This new treaty will determine whether we, as a global community, can still be on track to avoid catastrophic climate change. In the first ten weeks of this writing-intensive course, we will turn to a broad array of case studies to examine how, by whom, and to what effect global environmental governance is shaped and implemented. Case studies will build on original documents, scholarship from a variety of disciplines, and class visits by practitioners and negotiators and will include chemicals management, atmospheric pollution, species protection, transboundary movement of genetically modified organisms, forest management, and environmental rights. By building on the last four decades of international efforts to regulate the environmental commons, we will develop research projects to complete as we engage in a "virtual field-trip" to the Paris Climate Summit in the last two weeks of the semester.
Class Format: seminar **Requirements/Evaluation:** participation, several shorter writing assignments, and a research paper to be completed in stages over the course of the semester **Prerequisites:** ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Environmental Policy majors, Environmental Science majors, Environmental Studies concentrators and Political Science majors **Dept. Notes:** satisfies the "Environmental Policy" requirement for the Environmental Policy major and the Environmental Studies concentration **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy ENVP PTL Theory/Method Courses ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives JLST Interdepartmental Electives POEC International Political Economy Courses PSCI Research Courses

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Pia Kohler

PSCI 330 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.
Class Format: lecture/discussion **Requirements/Evaluation:** 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 Class Size:** 10 **Enrollment Preferences:** Political Science majors and concentrators in Political Theory
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Nimu Njoya

PSCI 331 Knowledge and Politics
Is there a form of knowledge proper to politics? What are the risks and promise of turning to the sciences to supply or guarantee that knowledge (as we do, in different ways, when we call the study of politics "Political Science" or when we call for "science-based policies")? In this class, we will engage several recent works at the intersection of political theory and science studies that reopen the question of science's proper relationship to politics. These works challenge critical theory's traditional assumption that scientific knowledge is, at best, impotent and, at worst, imperious in the context of politics. Yet in defining a more productive role for the sciences in politics, they do not take for granted that science is what its traditional advocates often took it to be: objective, dispassionate... in short, a-political. Works we will consider may include William Connolly's *Neuropolitics*, Isabelle Stengers *The Invention of Modern Science*, Karen Barad's *Meeting the Universe Halfway*, Bruno Latour's *Politics of Nature*, Mark Brown's *Science in Democracy*, and Joseph Rouse's *Knowledge and Power*.
Class Format: seminar **Requirements/Evaluation:** weekly response papers; 15-page term paper; class participation **Prerequisites:** prior course in Political Theory, Critical Theory or Philosophy, or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Political Theory concentrators, then Political Science majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP PTL-A Group Electives PSCI Political Theory Courses

Not Offered Academic Year 2016
SEM Instructor: Laura Ephraim

PSCI 332(S) Indigenous Political Thought
In this course we explore theoretical approaches to indigeneity and politics. We pay particular attention to the relation between indigenous peoples and modern colonialism and globalization from the 15th century to the present. Regionally, we focus on several case studies in the Americas, Africa and Oceania. We consider different frameworks for studying indigenous ways of thinking about and enacting politics, including the works of major anti-colonial theorists keen to challenge western understandings not only of indigenous peoples but also of what counts as "the political". The importance of land, environment, language, ritual, religion, sexualities and gender presses us to develop new tools for thinking about politics itself. And while we primarily analyze textual sources, we also investigate other mediums of political thought and speech in film, photography, art and live performance.
Class Format: seminar **Requirements/Evaluation:** papers, participation, exam
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** PSCI majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Joshua Vandiver

PSCI 333 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 rhetoretician. 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 Zizek, Hannah Arendt, Bonnie Mann, Christine Battersby, and Jean-François Lyotard.
Class Format: seminar **Requirements/Evaluation:** 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 instructor **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors and concentrators in Political Theory
Distributional Requirements: Division 2
Other Attributes: ENVP PTL-A Group Electives PSCI Political Theory Courses

Not Offered Academic Year 2016
SEM Instructor: Nimu Njoya

PSCI 334(F) Theorizing Global Justice
While economic exchanges, cultural convergence, and technological innovations have brought people in different parts of the world closer together than ever before, globalization has also amplified differences in material wealth and social inequalities. Ill health, inadequate sanitation, and lack of access to safe drinking water are increasingly common. Yet, more than ever before, the means exist in affluent regions of the world to alleviate the worst forms of suffering and enhance the well-being of the poorest people. How are we to understand this contradiction as a

matter of justice? What is the relationship between justice and equality, and what do we owe one another in a deeply divided world? Course readings will engage your thinking on the central debates in moral philosophy, normative approaches to international political economy, and grassroots efforts to secure justice for women and other severely disadvantaged groups. Key theorists include Amartya Sen, Martha Nussbaum, John Rawls, Thomas Pogge, Nancy Fraser, Paul Farmer, Vandana Shiva, Majid Rahnema, and Enrique Dussel.
Class Format: discussion **Requirements/Evaluation:** oral presentation and three papers (3 pages, 7 pages and 8-10 pages) **Prerequisites:** at least one course in political theory or philosophy or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 14
Enrollment Preferences: Political Science majors and concentrators in Political Theory
Distributional Requirements: Division 2
Other Attributes: ENVP SC-B Group Electives JLST Theories of Justice/Law LGST Interdepartmental Electives PSCI Political Theory Courses

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Nimu Njoya

PSCI 335(F) Theories of Political Struggle: Anti-Black Racism and the Obama Administration **Crosslistings:** INTR 334/AFR 334/PSCI 335
This seminar reviews contemporary theories of "anti-black racism"; their articulation or assimilation within current political movements and mobilizations; and the influence and impact such theories—expressed in and/or as activism—have on the racial justice programs and civil rights policies of the Obama Administration.
Legal theory, "Afro-pessimism," black feminist/queer theory are forms of radical thought shaping political discourse and influencing new advocacy formations (e.g. the Black Women¿s Blue Print and #BlackLivesMatter); these new democracy advocates have in turn shaped the public rhetoric and policy initiatives of a black presidency as it grapples with multiculturalism and racial animus.
Focusing on social and legal theory and the Obama Administration, this seminar uses the works of Hortense Spillers, Evelyn Hammonds, Toni Morrison as well as: Frank Wilderson's *Red, White and Black: Cinema and the Structure of US Antagonisms*; Jared Sexton's *Amalgamation Schemes*; Lewis Gordon's *Bad Faith and Anti-Black Racism*; Saidiya Hartman's *Scenes of Subjection*; Orlando Patterson's *Slavery and Social Death*; Derrick Bell's *Faces at the Bottom of the Well*; Dennis Childs's *Slaves of the State*; Assata Shakur's *Assata: An Autobiography*; Cheryl Harris's *Whiteness as Property*.
Class Format: seminar **Requirements/Evaluation:** 1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%);Weekly student presentations consist of 15minutes of analysis with written summaries and Q/A. **Prerequisites:** familiarity with one of the following: critical race theory; Africana/Black studies; feminist anti-racist political movements **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** if over enrolled students will be asked to submit a paragraph on their research interest relevant to the seminar. **Extra Info:** 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper.
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 M 07:00 09:40 Instructor: Joy James

PSCI 336T Freud and Psychoanalysis (W) **Crosslistings:** PSCI 336/COMP 336
By any measure, Sigmund Freud was one of the most influential intellectuals of the 20th century. Although he was not explicitly preoccupied with articulating political principles and only rarely addressed questions of governance or policy, his assumptions, theories, and therapeutic techniques have fundamental implications for the basic questions of political theory—questions about, for instance, the sources of conflict and group cohesion, what ways of living are desirable and attainable, and the place of reason, desire, emotion, affect, and motive in the interpretation and explanation of human interaction. This tutorial offers an in-depth exploration of Freud's key writings and concepts, from his early work on sexuality and dreams through his final writings. While we will read some of the texts that most directly address conventional political topics, Freud generally has more to say to students of politics when he is formulating his fundamental views of the psyche (of the nature and role of the unconscious, of drives, etc.), and the syllabus will reflect that view. Over the course of the semester, we will consider some scholarly commentaries on specific texts as well as critical assessments of the psychoanalytic project; as time allows, we may also engage such key later psychoanalytical thinkers as Klein, Winnicott, Lacan, and Kristeva. The preponderance of the tutorial, however, will be given over to the students' own careful reading, interpretation, and evaluation of Freud's most important writings.
Class Format: tutorial **Requirements/Evaluation:** grades are based on five or six 5- to 7-page papers, five or six 1.5 page responses, and class participation **Prerequisites:** at least one course in political theory, literary theory, or philosophy or permission of instructor
Enrollment Limit: 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors **Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under PSCI **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI Political Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Mark Reinhardt

PSCI 337 Visual Politics (W) **Crosslistings:** PSCI 337/ARTH 337
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 science and political theory. This seminar explores 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 wide variety of visual examples, we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may 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, film studies, psychoanalysis, affect theory, and cognitive science. Possible authors include Arendt, Azoulay, Bal, Barthes, Benjamin, Bruno, Buck-Morss, Butler, Clark, Connolly, Crimp, Deleuze, Elkins, Fanon, Foucault, Hobbes, Lacan, Merleau-Ponty, Mitchell, Mulvey, Noë, Plato, Rancière, Rogin, Scott, Sliwinski, Sontag.
Class Format: seminar **Requirements/Evaluation:** regular, engaged class participation and three 7- to 8-page papers **Prerequisites:** at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor **Enrollment Limit:** 19
Expected Class Size: 15 **Enrollment Preferences:** Political Science and Art History majors
Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Not Offered Academic Year 2016
SEM Instructor: Mark Reinhardt

PSCI 338T Garveyism (W) **Crosslistings:** AFR 338/PSCI 338/LEAD 338
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; notions of leadership; 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 Rastafari; women in the Garvey movement; and Garveyite strategies for forging models of political solidarity in dark times.
Class Format: tutorial **Requirements/Evaluation:** attendance, five 5-page essays, five 2-page critiques, and one 1-page essay for the final class **Prerequisites:** none; open to all
Enrollment Limit: 10 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
TUT Instructor: Neil Roberts

PSCI 339 Politics and Aesthetics (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 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.
Class Format: seminar **Requirements/Evaluation:** regular class participation, several short (1 page) response memos, one 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 instructor **Enrollment Limit:** 14 **Expected Class Size:** 14
Enrollment Preferences: Political Science majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives PSCI Research Courses PSCI Political Theory Courses

Not Offered Academic Year 2016
SEM Instructor: Mark Reinhardt

PSCI 340(S) 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.
Class Format: seminar/discussion **Requirements/Evaluation:** seminar participation, two oral presentations and a research paper **Prerequisites:** one of the following: PSCI 201, 202, 203, 204, 229, 243, 250, 254 or the permission of instructor **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Political Science majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Ngonidzashe Munemo

PSCI 341 Modern Midas? Resource Abundance and Development (W)
Many academics, international nongovernmental organizations, international financial institutions, and the media assert that natural resource endowments—oil, gas, and diamonds—are like the touch of Midas. Yet consider that while mineral abundance promises to give countries a platform for prosperity, equity, and political stability, it often produces poor economic performance, poor populations, weak authoritarian states, and widespread conflict. Is there a resource curse, or is it possible for mineral rich countries to escape the modern counterparts of Midas? In this research seminar we revisit the debate on the relationship between mineral wealth and development, focusing on the factors and conditions that lead some resource rich countries to fail and others to succeed.
Class Format: seminar **Requirements/Evaluation:** active participation in discussions, four short theory reviews (1-2 pages), two case study discussions (4-5 pages), literature review (10 pages), and a research proposal (15 pages) **Prerequisites:** any of the introduction courses

(PSCI 201, 202, 203, or 204) plus at least one PSCI or POEC course **Enrollment Limit:** 14 **Expected Class Size:** 12 **Enrollment Preferences:** senior and junior majors in Political Science followed by senior and junior majors in Political Economy **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Not Offered Academic Year 2016
SEM Instructor: Ngonidzashe Munemo

PSCI 342 Intolerance and Justice
Intolerance and justice are linked in that each defines what can and should be done to others, and what we expect in return. One of the goals of the Enlightenment was to find a solution to the problem of intolerance and the violence that was and is its frequent companion. One core expectation was that progress would result from expanding knowledge. Progress would enable reason to replace dogmatism and faith (especially fighting faiths), progress in understanding the new economics of trade and the politics of liberality would produce commonwealths, producing more cosmopolitan societies marked by justice, enduring peace and prosperity. Moreover, democracy would spread thereby integrating more nations into the democratic camp. And, the lives of the many would improve. That vision has lost its promise. The 20th century, for all its economic and technological improvements, was also witness to terrible intolerance, attacks on civilians in war, ethnic purging has continued even after the holocaust. Intolerance led to wars between states, to violence within states (such as Darfur, Sri Lanka, Bosnia to name but three). Hence, the three questions posed by this course: 1) What are the most important factors that continue to produce intolerance; 2) Are the factors that produce and strengthen justice and tolerance; and 3) What can be done to increase a society's tolerance and justice, both in the United States and abroad? This course makes use of historical, political, and literary sources.
Class Format: seminar **Requirements/Evaluation:** midterm examination, medium length research paper, and final examination **Enrollment Limit:** 16 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors **Dept. Notes:** American Politics, Political Theory and Comparative Politics
Distributional Requirements: Division 2
Other Attributes: PSCI American Politics Courses PSCI Comparative Politics Courses PSCI Political Theory Courses

Not Offered Academic Year 2016
SEM Instructor: George Marcus

PSCI 344T 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, Freidrich 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?
Class Format: tutorial **Requirements/Evaluation:** grades are based on five to six papers and participation **Enrollment Limit:** 10 **Expected Class Size:** 10 **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Michael MacDonald

PSCI 345 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*.
Class Format: discussion/lecture **Requirements/Evaluation:** two five page papers and one fifteen page paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 15
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ASST Interdepartmental Electives GBST East Asian Studies Electives LEAD Facets or Domains of Leadership PSCI Comparative Politics Courses PSCI Political Theory Courses

Not Offered Academic Year 2016
LEC Instructor: George Crane

PSCI 349T Cuba and the United States (D) (W)
With the passing of the Castro brothers' regime on the horizon, we examine the long and deeply felt history of dependence and conflict between Cuba and its colossal neighbor to the north. It begins with the political economy of the colony, then covers the Cuba- US relationship from José Martí and 1898 through the Cold War to the present, emphasizing the revolutionary period. Tutorial topics include the significance of Martí, sovereignty and the Platt Amendment, as well as various aspects of the communist regime: mobilizational politics; cultural expression; race and national identity; policies on gender and sexual orientation; social programs; political institutions; and the evolution of the Cuban exile community in the US. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.
Class Format: tutorial; a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week **Requirements/Evaluation:** five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class **Prerequisites:** any course on Latin America or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect PSCI Comparative Politics Courses

Not Offered Academic Year 2016
TUT Instructor: James Mahon

PSCI 350 Comparative Political Economy (W)
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, Rueschemeyer et al., Haggard & Kaufman, among others.
Class Format: tutorial **Requirements/Evaluation:** five 5- to 6-page lead essays, five 1- to 2-page response papers, one 10- to 12-page revised lead essay **Prerequisites:** one of the following: PSCI 201, 202, 203, 204, 229, 250, 254, 256, 333 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science and Political Economy majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Not Offered Academic Year 2016

PSCI 351(F) The New Left and Neoliberalism in Latin America (W)
Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal policies and philosophy it opposes, and the arena of democratic politics it now inhabits. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America—or anywhere—both in policy and political terms.
Class Format: lecture and discussion, plus two seminar classes **Requirements/Evaluation:** three short essays, a 1-page reflection paper, and a 12-page research proposal **Prerequisites:** a course on Latin America and a course in ECON, or permission of instructor **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Political Science majors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: GBST Latin American Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Fall 2015
LEC Section: 01 TF 02:35 03:50 Instructor: James Mahon

PSCI 354(S) Nationalism in East Asia **Crosslistings:** PSCI 354/ASST 245/HIST 318
Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to debates in Japan about the possibility of a woman ascending the Chrysanthemum Throne, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.
Class Format: lecture/discussion **Requirements/Evaluation:** two 5-page papers, class participation, final exam **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Political Science and Asian Studies majors
Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: George Crane

PSCI 355T Realism (W)
Realism in politics is both an approach to international relations and a political sensibility. As a sensibility, it values limits, questions good intentions, and worries about grand ambitions. It takes the basic contours of human behavior as given and beyond the control of actors to alter, perhaps giving rise to a kind of passivity in response. The realist sensibility tends to doubt the efficacy of human action, to believe that attempts to improve the terms of human interaction not only are doomed to fail but also are likely to make things worse. Realists are not necessarily conservative—a few are radical—but they have learned much from conservatives. By temperament, they are not confident of the capacities of human agencies.
Realism also is a distinct approach to the conduct and the study of international relations. Realists have basic tenets—states are primary actors and operate to increase their relative power in a world in which anarchy puts a premium on self-help—that guide their thinking about international relations, but the readings on realism in international relations will highlight the underlying politics of realists. We will consider the realist emphasis on power, the status of morality, the relationship between power and morality, what critics of realists have to say about the realist treatment of these issues, and how realism in international relations connects with realism as a political sensibility. We will read works by Carr, Greene, Kissinger, Lenin, Machiavelli, Mearsheimer, Orwell, and Waltz.
Class Format: tutorial **Requirements/Evaluation:** five 7-page papers, alternating weeks with tutorial partner **Prerequisites:** none; PSCI 202 or 203 is recommended **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI International Relations Courses

Not Offered Academic Year 2016
TUT Instructor: Michael MacDonald

PSCI 362T(F) The Wilsonian Tradition in American Foreign Policy (W) **Crosslistings:** PSCI 362/LEAD 362
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.
Class Format: tutorial **Requirements/Evaluation:** 4 papers of 7-8 pages and response papers **Prerequisites:** PSCI 120, 202, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators (Kaplan track) **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LEAD American Foreign Policy Leadership PSCI International Relations Courses

Fall 2015
TUT Section: T1 MWF 08:30 09:45 Instructor: James McAllister

PSCI 364(S) Domestic Politics of National Security Crosslistings: PSCI 364/LEAD 364
This course examines the management of one of the largest, most complex organizations in the world: the US military. We will consider the relationships among civilian and military leaders and the citizens of the US, and the roles of the president, Congress, political partisans, interest groups, media, experts, and bureaucrats in shaping defense policy in the US. At the end of the course students should understand the range of domestic pressures that constrain and inform US strategic choices.
The US is the most powerful country in the world, thinks of itself as a global power, and all-too-frequently uses military force to influence world events. Experts and informed citizens all over the world have a great interest in understanding the politics and processes affecting US defense policies. Because no other military can directly challenge the American military, much of the politics that drives its use, size, and composition is domestic: the particular characteristics of American military organizations, institutions, and strategic goals and the underlying political and bureaucratic choices that influence them.
Class Format: seminar **Requirements/Evaluation:** papers, participation, exam **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Political Science majors and Leadership Studies concentrators **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: LEAD American Foreign Policy Leadership PSCI International Relations Courses

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Eugene Gholz

PSCI 365 U.S. Grand Strategy Crosslistings: PSCI 365/LEAD 365
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.
Class Format: seminar **Requirements/Evaluation:** 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:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Political Science majors and Leadership Studies concentrators
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Not Offered Academic Year 2016
SEM Instructor: Douglas MacDonald

PSCI 370(F) The Political Thought of Frantz Fanon (W) Crosslistings: AFR 360/PSCI 370/PHIL 360/LEAD 360
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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Fall 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Neil Roberts

PSCI 371 Women Activists and Social Movements Crosslistings: INTR 371/AFR 371/PSCI 371/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.
Class Format: seminar **Requirements/Evaluation:** attendance and participation in discussions (10%); collective/group report (30%); 15-pg double spaced research paper (60%) **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** juniors and seniors, or sophomores with permission of instructor **Materials/Lab Fee:** none
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM

PSCI 374(F) Shadows of Plato's Cave: Image, Screen, and Spectacle Crosslistings: PSCI 374/COMP 374/ARTH 505
In Book VII of the *Republic*, Socrates famously asks his interlocutors to picture people living in a cave, bound in chains and able to see only shadows on the wall. Thus begins the presentation of perhaps the most influential metaphor in the history of philosophy. One might even claim that when Plato deployed the metaphor in an extended allegory, he constituted the fields of both philosophy and political theory. In repeatedly examining the allegory over the centuries, later thinkers have elaborated their approaches not only to Plato but also to the nature of politics and the tasks of thinking. This class begins with the *Republic's* cave and other key Platonic discussions of appearances, visual representation, and (literal and metaphoric) seeing, asking how Plato's approaches to image, politics, and theory/philosophy shape each other. Building on those inquiries, we next take up important twentieth and twenty-first century returns to the cave, engaging such figures as Heidegger, Strauss, Arendt, Derrida, Irigaray, Rancière, and Badiou. Finally, we examine recent theories of screen and spectacle—read both for their resonances with and departures from debates over the Platonic legacy—and case studies in the politics of both military and racial spectacles in the U.S. The question of what is an image and what images do will run from the beginning of course to the end. Beyond the authors mentioned, readings may include such authors as Allen, Bruno, Clark, Debord, Friedberg, Goldsby, Joselit, Mitchell, Nightingale, Rodowick, Rogin, Silverman, and Virilio. Insofar as it fits student interest, we will also explore the cave's considerable presence in visual culture, ranging from Renaissance painting through such recent and contemporary artists as Kelley, Demand, Hirschhorn, Kapoor, Sugimoto, and Walker, to films such as *The Matrix*.
Class Format: seminar **Requirements/Evaluation:** regular glow posts and three 7-8 page essays or one 20 page final paper **Prerequisites:** one prior course in political theory, art history, cultural/literary theory, or philosophy or permission of the instructor **Enrollment Limit:** 19 **Expected Class Size:** 12 **Enrollment Preferences:** majors in political science, comparative literature, and art history, as well as students (up to 4) in the graduate program in art history **Dept. Notes:** meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under COMP **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses

Fall 2015
SEM Section: 01 M 07:00 09:40 Instructor: Mark Reinhardt

PSCI 375 Modern Jewish Political Theory (W) Crosslistings: REL 330/PSCI 375/JWST 492
By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst bourgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.
Class Format: seminar **Requirements/Evaluation:** six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 18 **Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track **Extra Info:** a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives

Not Offered Academic Year 2016
SEM Instructor: Jeffrey Israel

PSCI 381(S) The Politics of Higher Education and American Political Development
The effort to balance coexisting (and often conflicting) institutional objectives is a recurring theme throughout the history of American higher education. As its status has periodically grown from the colonial era to the present, higher education has advanced in conception from a privilege for a small-subset of American society, to an opportunity for demographic groups previously excluded to discover a greater set of life-options, to a democratic right for any student wishing to pursue post-secondary instruction, to an obligation for all who seek social and economic mobility. This seminar examines the public and private functions of the university in American life and considers how developments in institutional purpose are indicative of broader national priorities — a reflection of, and response to, shifting political climates in the United States. We will rely upon a variety of source materials that reflect the perspectives of both on-campus stakeholders and off-campus constituent groups that set the nation's higher education policy agenda. Special attention will be paid to situating contemporary student experiences within a broader historical framework, analyzing how colleges have served as agents of political socialization in specific sociopolitical and curricular contexts, and examining the contributions of small liberal arts colleges to American higher education and beyond.
Class Format: seminar **Requirements/Evaluation:** papers, participation, exam **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Political Science majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Other Attributes: PSCI American Politics Courses

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Joshua Yesnowitz

PSCI 397(F) Independent Study: Political Science
Political Science independent study.
Class Format: independent study **Prerequisites:** open to junior majors with permission of the department chair
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: James McAllister

PSCI 398(S) Independent Study: Political Science
Political Science independent study.
Class Format: independent study **Prerequisites:** open to junior majors with permission of the department chair
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: James McAllister

PSCI 410 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.
Class Format: seminar **Requirements/Evaluation:** 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 Political Science major or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 13 **Enrollment Preferences:** senior (and then junior) Political Science majors concentrating in American Politics
Distributional Requirements: Division 2
Other Attributes: EXPE Experiential Education Courses PSCI American Politics Courses TEAC Related Courses

Not Offered Academic Year 2016
SEM Instructor: Justin Crowe

PSCI 410 Senior Seminar in American Politics: The Politics of Belonging
In his acceptance speech on November 7, 2012, President Obama stated that he believes "we can keep the promise of our founders, the idea that if you're willing to work hard, it doesn't matter who you are or where you come from or what you look like or where you love. It doesn't matter whether you're black or white or Hispanic or Asian or Native American or young or old or rich or poor, able, disabled, gay or straight, you can make it here in America if you're willing to try." Although many people have described America as inclusive, political debates about belonging have often been contentious, hard-fought, and discouraging for those sharing President Obama's views. This seminar will focus on the politics of belonging in America. What does it mean to be an American? If the U.S. is a nation of immigrants, why is immigration reform so difficult to achieve? Are legal citizenship and formal political rights sufficient for belonging? Or does full inclusion rest on the ability to exercise civil and social rights as well? Does income inequality threaten the political equality necessary for a strong democracy? As we examine the debates over inclusion, we will consider different views about the relationship among political, civil, and social rights as well as different interpretations of American identity, politics, and democracy.
Class Format: seminar **Requirements/Evaluation:** class participation, short weekly writing assignments, two short papers, a research paper, and oral presentation **Prerequisites:** at least one course in American politics **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** senior Political Science majors
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives PSCI American Politics Courses PSCI Research Courses

Not Offered Academic Year 2016
SEM Instructor: Cathy Johnson

PSCI 410 Senior Seminar in American Politics
The United States of 2015 is considerably different from the United States of 1787. Over the past two hundred and near forty years the population has grown by many multiples, the character of the society has changed from part slave, agricultural and mercantilist to increasingly democratic, liberal, technologically dynamic and urban. Further, the United States of 1787 had recently won its freedom from the major imperial power of the period, England (thereby changing its status from colony to sovereign nation). Now, the United States is the major imperial power of the world (even if bedeviled by anti-American movements of various kinds). Beyond these differences are innumerable others - demographic, institutional, and political.
The focus of the American Politics senior seminar for this year is whether the Constitutional Framework and the rationales that justified those arrangements remain well suited to our current circumstances. And, if not, what could or should be done to redress that ill fit. There are two considerations that will broadly shape our deliberations and discussions this semester. The first consideration will be an analytic one: what were the claims of justice and freedom that were the basis of the constitution and the American political institutions thereby created? These claims offer us some normative standards we can use as the basis to judge the success of American democracy, then and now. Which in turn raises the second question: are these foundational views, as best we can understand them, adequate to our times? And, if not, what should be added, retracted, or changed?
Class Format: seminar **Requirements/Evaluation:** class participation and research paper **Prerequisites:** one course in American politics or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 13 **Enrollment Preferences:** senior Political Science majors with a concentration in American Politics
Distributional Requirements: Division 2
Other Attributes: JLST Interdepartmental Electives PSCI American Politics Courses PSCI Research Courses

Not Offered Academic Year 2016
SEM Instructor: George Marcus

PSCI 410(S) 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.
Class Format: seminar **Requirements/Evaluation:** 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:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** senior Political Science majors
Distributional Requirements: Division 2
Other Attributes: PSCI American Politics Courses

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Nicole Mellow

PSCI 411(F) 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.
Class Format: independent study **Extra Info:** this is part of a full-year independent study (481-482)
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: George Crane

PSCI 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.
Class Format: independent study **Extra Info:** this is part of a full-year independent study (481-482)
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: George Crane

PSCI 420 Senior Seminar: The Vietnam War and the Vietnam Era, 1961-75
Crosslistings: PSCI 420/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.
Class Format: seminar **Requirements/Evaluation:** class participation and a 20- to 25-page research paper **Prerequisites:** none **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** senior Political Science majors and Leadership Studies concentrators **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Not Offered Academic Year 2016
SEM Instructor: David Kaiser

PSCI 420 The Great Transformation: America and Europe in the 20th Century
Crosslistings: PSCI 420/LEAD 420
At the beginning of the 20th century, Europe was at the center of world politics and the main player in the balance of power while America was a peripheral player in the international system. American involvement in European affairs was strictly limited. By the end of the 20th century, the states of Western Europe would become greatly integrated and the threat of war was virtually abolished. No longer an isolationist power, America would become intimately

involved in every facet of European and world politics. This course examines this great and fundamental transformation of the international system. We will examine American involvement in both of the world wars, the defense of Europe during the Cold War, decolonization, and the uneven but steady development of European unity and integration in the second half of the 20th century.
Class Format: seminar **Requirements/Evaluation:** short response papers and a lengthy research paper **Prerequisites:** PSCI 120 or 202 **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Political Science/International Relations concentrators and concentrators in Leadership studies (Kaplan track) **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses PSCI Research Courses

Not Offered Academic Year 2016
SEM Instructor: James McAllister

PSCI 420 Senior Seminar in Human Rights in International Politics and Law (W)
Crosslistings: PSCI 420/JLST 402
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?
Class Format: seminar **Requirements/Evaluation:** five essays (lead and critique), active and constructive participation in class **Prerequisites:** PSCI 202, senior standing, permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** Political Science majors; seniors
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JLST Enactment/Applications in Institutions PSCI International Relations Courses

Not Offered Academic Year 2016
LEC Instructor: Cheryl Shanks

PSCI 420 Senior Seminar in International Relations: The Liberal Project in International Relations
The most powerful actors in the international system are liberal ones, and a liberal project around open trade and investment, international organizations and democratic states dominates the global agenda. This course is an investigation into this liberal international relations project, engaging both theory and practice. We will discuss signature liberal theorists both classic and current (e.g. Immanuel Kant, John Stuart Mill, John Rawls, Anne-Marie Slaughter) as well as their critics (e.g. Karl Marx, Carl Schmitt, Hans Morgenthau). We will also attend to empirical evaluations of signature liberal efforts around peace promotion, economic growth and development, and democratic governance as well as discuss the successes and failures of transnational liberalism as a global social movement.
Class Format: seminar **Requirements/Evaluation:** student presentations, two/three 4-6 page papers, one 15-20 page final research paper, class participation **Prerequisites:** senior Political Science major or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** senior Political Science majors concentrating in International Relations
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses PSCI Research Courses

Not Offered Academic Year 2016
SEM Instructor: Darel Paul

PSCI 420 Senior Seminar: Trials and Transitions (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.
Class Format: seminar **Requirements/Evaluation:** four papers, longer final paper, class participation **Prerequisites:** senior Political Science major or permission of instructor **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Political Science majors concentrating in International Relations
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI International Relations Courses PSCI Research Courses

Not Offered Academic Year 2016
SEM Instructor: Cheryl Shanks

PSCI 420(F) Senior Seminar in International Politics: Great Power Politics
Are the United States and China destined to become enemies? Has the Cold War returned in Europe? What is the future of world politics? This course examines relations between the great powers with a particular focus on contemporary issues. We will leverage theories about the causes of war and the roots of international order to explore the origins of the conflict between Russia and Ukraine, the implications of China's potential rise, and the future of American power, among other topics.
Class Format: seminar **Requirements/Evaluation:** two to three short papers, one long paper, class participation **Prerequisites:** senior political science major or permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** senior Political Science majors concentrating in International Relations **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Rosemary Kelanic

PSCI 420(S) Senior Seminar in International Relations: Power and Legitimacy in International Organizations
International organizations play a significant role in world politics, influencing how states handle a range of problems, from transnational security threats to environmental degradation. Although many states and individuals take part in the creation and operation of international organizations, they often work according to the interests of powerful states and non-state actors. Yet, powerful actors often use international organizations to gain legitimacy, and, what is more, moral rhetoric plays an important role in the operation of international institutions. In this course, we examine the role of power, legitimacy, and morality in international organizations. In particular, we look at why powerful states and non-state actors create and use international organizations, how moral values and rhetoric shape and constrain the struggle for power in IOs, and how the politics and legitimacy of IOs shapes their effectiveness. Finally, we consider whether, and to what extent, IOs can be made more legitimate. We examine these and other issues with a set of case studies, including the UN, the European Union, NATO, the International Committee of the Red Cross, and the World Trade Organization.
Class Format: seminar **Requirements/Evaluation:** papers and participation **Prerequisites:** senior Political Science major or permission of instructor **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Political Science/International Relations concentrators **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: David Traven

PSCI 430 Senior Seminar: Critical Theory
This course explores two major themes emerging from the work of theorists associated with the Frankfurt School: the critique of progress, Enlightenment and modernity, and the recuperation of certain Enlightenment ideals and hopes for progress in new, aesthetic forms. The first part of the course looks at Karl Marx's critique of alienation and reification, asking how Marx's ideas are picked up and modified in the writings of Georg Lukacs, Max Horkheimer and Theodor Adorno. We will also pay attention to the influence of Freud on Herbert Marcuse's critique of civilization. The second part of the course turns to the writings of Walter Benjamin and Ernst Bloch, whose efforts to reconstruct emancipatory ideals in Marxist thought after the collapse of communist and socialist teleologies have been described as "maverick" and "utopian." Among our questions: What is the price of progress? What are the prospects for freedom in modern societies, where individuality, down to the very structure of our instincts and drives, is shaped by mass culture and social institutions? Can agency and subjectivity be recovered within a "totally administered society?" What may we hope?
Class Format: seminar **Requirements/Evaluation:** regular class participation, short (1 pg) response memos, and drafts leading up to a 15-page final essay **Prerequisites:** junior or senior standing and prior coursework in political theory, cultural theory, philosophy; or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Senior Political Science majors with concentration in Political Theory, then other Political Science majors
Distributional Requirements: Division 2
Other Attributes: PSCI Research Courses PSCI Political Theory Courses

Not Offered Academic Year 2016
SEM Instructor: Nimu Njoya

PSCI 430(F) Senior Seminar: Dignity
Over the last few decades, the concept of dignity has become one of the most contentious and emotive terms in democratic politics. Policy battles over embryonic stem cell research, abortion, physician-assisted suicide, life-sustaining treatments such as mechanical ventilation, and the constitutionality of the death penalty have all been fought out on the grounds of human dignity. But what exactly does dignity mean? Is it an existential demand for respect? A moral, intangible quality of a person? A set of legally guaranteed rights of citizens? This course examines some of the strongest attacks on and defenses of human dignity, both in theory and in practice. The emphasis will be on the role of dignity in shaping modern ideas of democracy, citizenship, and human rights. Readings construct a genealogy of dignity that includes Aquinas, Pico della Mirandola and Kant. Contemporary theories of dignity will be explored through the work of Drucilla Cornell, Jürgen Habermas, Martha Nussbaum, Jeremy Waldron, and the dignity jurisprudence of Canada, Germany, Namibia, South Africa, and the United States.
Class Format: seminar **Requirements/Evaluation:** class participation, short (1 page) response papers, a 15- to 18-page final essay **Prerequisites:** junior or senior standing and prior coursework in political theory, cultural theory, philosophy; or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** senior Political Science majors with concentration in Political Theory, then other Political Science majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Nimu Njoya

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.
Class Format: seminar **Requirements/Evaluation:** 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 Class Size:** 10 **Enrollment Preferences:** senior Political Science majors concentrating in Comparative Politics **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Ngonidzashe Munemo

PSCI 493(F) Senior Thesis: Political Science

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.
Class Format: independent study Dept. Notes: this is part of a full-year thesis (493-494) Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TF 02:35 03:50 Instructor: Ngonidzashe Munemo

PSCI 494(S) Senior Thesis: Political Science
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.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: James McAllister

PSCI 495(F) Individual Project: Political Science
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.
Class Format: independent study Prerequisites: two elective courses in the major's subfield specialization
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: James McAllister

PSCI 496(S) Individual Project: Political Science
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.
Class Format: independent study Prerequisites: two elective courses in the major's subfield specialization
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: James McAllister

PSCI 497(F) Independent Study: Political Science
Political Science independent study.
Class Format: independent study Prerequisites: open to senior Political Science majors with permission of the department chair
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: James McAllister

PSCI 498(S) Independent Study: Political Science
Political Science independent study.
Class Format: independent study Prerequisites: open to senior Political Science majors with permission of the department chair
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: James McAllister

PSYCHOLOGY

(Div. II, *with some exceptions as noted in course descriptions*)

Chair, Professor BETTY ZIMMERBERG

Professors: FEIN**, HEATHERINGTON***, KASSIN, KIRBY***, M. SANDSTROM*, N. SANDSTROM*. SAVITSKY, P. SOLOMON, ZAKI*. ZIMMERBERG. Associate Professors: HANE, KORNELL, Assistant Professors: CONE, M. MOHER, SMALARZ, STROUD. Senior Lecturer: ENGEL. Visiting Assistant Professors: HARRINGTON, HAUT, J. MOHER, WILLIAMSON.

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. The Psychology Department's Study Abroad Advisor for 2015-2016 is Prof. Amie Hane.
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. You can find general study away guidelines for Psychology here.

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.

Class Format: lecture Requirements/Evaluation: two lab reports, unit quizzes, and a final exam Prerequisites: none Enrollment Limit: none Expected Class Size: 160
Distributional Requirements: Division 2
Other Attributes: NSCI Required Courses TEAC Teaching Sequence Courses

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructors: Lauren Williamson, Clarence Gillig

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructors: Mariko Moher, Clarence Gillig

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.
Class Format: lecture/lab Requirements/Evaluation: papers, exams, and problem sets
Prerequisites: PSYC 101; not open to first-year students except with permission of instructor
Enrollment Limit: 22 Enrollment Preferences: Psychology majors Extra Info: two sections; must register for the lab and lecture with the same instructor may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: COGS Related Courses PHLH Statistics Courses

Fall 2015
LEC Section: A1 MWF 11:00 12:15 Instructor: Kenneth Savitsky
LAB Section: A2 M 01:00 04:00 Instructor: Kenneth Savitsky
LEC Section: B1 MR 02:35 03:50 Instructor: Jeff Moher
LAB Section: B2 W 01:00 04:00 Instructor: Jeff Moher

Spring 2016
LEC Section: A1 MWF 11:00 12:15 Instructor: Kenneth Savitsky
LAB Section: A2 R 01:00 04:00 Instructor: Kenneth Savitsky
LEC Section: B1 TR 09:55 11:10 Instructor: Jeff Moher
LAB Section: B2 W 01:00 04:00 Instructor: Jeff Moher

PSYC 212(F) Neuroscience Crosslistings: NSCI 201/BIOL 212/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, consciousness and clinical disorders such as schizophrenia, spinal cord inury, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.
Class Format: lecture, three hours a week; laboratory, every other week
Requirements/Evaluation: evaluation will be based on a lab practical, lab reports, two hour exams and a final exam Prerequisites: PSYC 101 or BIOL 101; open to first-year students with permission of instructor Enrollment Limit: 72 Expected Class Size: 72 Enrollment Preferences: sophomores and Biology and Psychology majors Dept. Notes: does not satisfy the distribution requirement in the Biology major Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: COGS Interdepartmental Electives NSCI Required Courses PSYC 200-level Group A Courses

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructors: Heather Williams, Lauren Williamson
LAB Section: 02 M 01:00 04:00 Instructor: Martha Marvin
LAB Section: 03 T 01:00 04:00 Instructor: Martha Marvin
LAB Section: 04 W 01:00 04:00 Instructor: Martha Marvin

PSYC 221(S) Cognitive Psychology
This course will survey the experimental study of the structures and processes that make up normal human cognition. Topics include perception, attention, learning, memory, categorization, language, judgment, decision making, reasoning, and problem solving.
Class Format: lecture Requirements/Evaluation: two midterms, a final exam, and a short essay Prerequisites: PSYC 101 or permission of instructor Enrollment Limit: 50 Expected Class Size: 50 Enrollment Preferences: Psychology majors
Distributional Requirements: Division 2
Other Attributes: COGS Interdepartmental Electives PSYC 200-level Group A Courses

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Nate Kornell

PSYC 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science Crosslistings: COGS 222/PHIL 222/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.
Class Format: lecture/discussion Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended
Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: first-year and sophomore students Dept. Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributional Requirements: Division 2
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses PSYC 200-level Group A Courses

Fall 2015
LEC Section: 01 TR 11:20 12:35 Instructors: Kris Kirby, Joseph Cruz

PSYC 232(F,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, cognitive development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including early experience, neural plasticity, social learning, cognitive-developmental, and ethological models.
Class Format: lecture/discussion Requirements/Evaluation: active class participation, 3 exams (2 midterms and final) and a 5- to 7-page paper Prerequisites: PSYC 101 Enrollment Limit: 50 Expected Class Size: 50 Enrollment Preferences: sophomores and junior Psychology majors
Distributional Requirements: Division 2
Other Attributes: PSYC 200-level Group B Courses TEAC Teaching Sequence Courses

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Mariko Moher

Spring 2016
LEC Section: 01 TR 11:20 12:35 Instructor: Amie 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.
Class Format: lecture Requirements/Evaluation: Fall: two in-class exams, one paper and a final exam
Spring: two hour exams, one paper and a final exam Prerequisites: PSYC 101; open to first-year students Enrollment Limit: 50 Expected Class Size: 50
Distributional Requirements: Division 2
Other Attributes: PSYC 200-level Group B Courses TEAC Teaching Sequence Courses

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Jeremy Cone

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Steven Fein

PSYC 252(F,S) Psychological Disorders
A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: the schizophrenias, dissociative disorders, affective disorders, anxiety disorders, personality disorders, eating disorders, addictions, alcoholism, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from family, biological, genetic, and sociocultural perspectives.
Class Format: lecture Requirements/Evaluation: two hour exams and a final exam
Prerequisites: PSYC 101; open to first-year students Enrollment Limit: 50 Expected Class Size: 50 Enrollment Preferences: Psychology majors, then sophomores, then by seniority
Distributional Requirements: Division 2
Other Attributes: PSYC 200-level Group B Courses

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Kristen Haut

Spring 2016
LEC Section: 01 TR 08:30 09:45 Instructor: Kristen Haut

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.
Class Format: lecture/discussion Requirements/Evaluation: two exams and a final project
Prerequisites: PSYC 101 Enrollment Limit: 50 Expected Class Size: 50 Enrollment Preferences: Psychology majors and those who plan to become teachers
Distributional Requirements: Division 2
Other Attributes: PSYC 200-level Group B Courses TEAC Teaching Sequence Courses

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Susan Engel

PSYC 312(S) Brain, Behavior, and the Immune System Crosslistings: PSYC 312/NSCI 312
In all animals, the immune system is the body's defense against the outside world. Immune function is strongly influenced by environmental and behavioral experiences, and the immune system has a dynamic relationship with the brain. We will study the interactions among the brain, behavior, and the immune system in models of health and disease. Specific topics to be examined include: immune cells and their signaling molecules, immune cells within the brain, sickness behaviors, learning and memory, nervous system development, multiple sclerosis, Alzheimer's disease, and nervous system injury and repair. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.
Class Format: seminar/lab Requirements/Evaluation: presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) or permission of instructor
Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Psychology majors and Neuroscience concentrators Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: NSCI Group B Electives PSYC Empirical Lab Course

Spring 2016
SEM Section: 01 TR 08:30 09:45 Instructor: Lauren Williamson
LAB Section: 02 R 01:00 04:00 Instructor: Lauren Williamson

PSYC 315 Hormones and Behavior Crosslistings: PSYC 315/NSCI 315
In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system.

We will also investigate the complex interactions between hormones and behavior. Specific topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.
Class Format: empirical lab course Requirements/Evaluation: presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Psychology majors and Neuroscience concentrators
Distributional Requirements: Division 3
Other Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Not Offered Academic Year 2016
LEC Instructor: Noah Sandstrom

PSYC 316(F) Clinical Neuroscience Crosslistings: PSYC 316/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.
Class Format: empirical lab course Requirements/Evaluation: evaluation will be based on position papers, class participation, and research project report Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Psychology majors and Neuroscience concentrators Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Fall 2015
LEC Section: 01 M 07:00 09:40 Instructor: Paul Solomon
LAB Section: 02 M 01:00 04:00 Instructor: Paul Solomon

PSYC 317T Nature via Nurture: Topics in Developmental Psychobiology Crosslistings: PSYC 317/NSCI 317
Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) that lead to individual differences in behavior. Modern neuroscience techniques have discovered new relationships between genes and behavior. Conversely, recent studies on the effects of social factors suggest critical environmental influences on the expression of these genetic determinants. This tutorial will explore the theoretical and empirical issues in animal models of behavioral epigenetics. Topics include child neglect, antisocial behavior, addiction, anxiety, risk-taking, empathy, and depression. 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.
Class Format: tutorial Requirements/Evaluation: each week, students will either present an oral argument based on a 5-page position paper or respond to their partners' paper; Weekly lab meetings will be held and empirical projects presented in a final poster session Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Neuroscience concentrators and Psychology majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 3
Other Attributes: NSCI Group B Electives PHLH Biomedical Determinants of Health PHLH Reproductive, Maternal and Child Health PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Not Offered Academic Year 2016
TUT Instructor: Betty Zimmerberg

PSYC 318(S) Image, Imaging, and Imagining: The Brain and Visual Arts Crosslistings: PSYC 318/INTR 223/NSCI 318
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 conduct an empirical laboratory project that will explore their own experimental question in response to the course material. The class will include field trips to local museums.
Class Format: seminar and empirical lab course Requirements/Evaluation: evaluation will be based on a midterm, participation in class discussions, and a poster presentation of the empirical project Prerequisites: PSYC 101, an ARTH or ARTS course, or permission of instructor Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: Studio Art majors; Psychology majors and Neuroscience concentrators Extra Info: satisfies one semester of Division III requirement may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 3
Other Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Betty Zimmerberg
LAB Section: 02 TF 02:35 03:50 Instructor: Betty Zimmerberg

PSYC 319T Neurofiction (W)
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.
Class Format: tutorial Requirements/Evaluation: students will meet in pairs with instructor for 1 hour each week; during each meeting, students will either present a 6- to 8-page position paper (5 pages in total) based on research papers from the weeks reading list or respond to their partner's paper Prerequisites: PSYC 212 (NSCI 201) or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Psychology majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSYC Area 1 - Behavioral Neuroscience

Not Offered Academic Year 2016
TUT Instructor: Paul Solomon

PSYC 322 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.
Class Format: empirical lab course Requirements/Evaluation: short papers, class presentation, and research paper Prerequisites: PSYC 221 or 222 or permission of instructor Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Psychology majors and Cognitive Science concentrators
Distributional Requirements: Division 2
Other Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology PSYC Empirical Lab Course

Not Offered Academic Year 2016
SEM Instructor: Safa Zaki

PSYC 324T Great Debates in Cognition
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.
Class Format: tutorial; students will meet in pairs with the instructor for an hour each week Requirements/Evaluation: evaluation will be based on weekly papers and oral arguments Prerequisites: PSYC 221 or 222 or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Psychology majors and Cognitive Science concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Not Offered Academic Year 2016
TUT

PSYC 326(F) Choice and Decision Making
One aspect of "being human" is that we often make choices that we know are bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include normative decision theories, biases in probability judgments, "fast and frugal" heuristics, impulsiveness and self-control, addictions and bad habits, gambling, and moral decision making.
Class Format: discussion/seminar Requirements/Evaluation: problem sets, four 5-page essay papers, and class participation Prerequisites: PSYC 221 or 222 or permission of instructor; permission is typically given to students who have successfully completed ECON 110 Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: senior Psychology majors who need the course to fulfill the major
Distributional Requirements: Division 2
Other Attributes: COGS Interdepartmental Electives PHLH Decision-Making by Institutions + Individuals PSYC Area 2 - Cognitive Psychology

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Kris Kirby

PSYC 327(F) Cognition and Education
This class will focus on basic research into the cognitive processes underlying learning. How does the mind encode, store, and retrieve knowledge? How do learners (and teachers) manage their own learning? How do educational practices depart from what research recommends? The readings will be scientific articles. Students will be expected to participate in class, write papers, and take exams.
Class Format: seminar Requirements/Evaluation: class participation, essays, midterm and final Prerequisites: PSYC 201 and PSYC 221 or 222, or permission of instructor Enrollment Limit: 19 Expected Class Size: 12 Enrollment Preferences: Psychology majors
Distributional Requirements: Division 2
Other Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology TEAC Teaching Sequence Courses

Fall 2015

LEC Section: 01 MR 01:10 02:25 Instructor: Nate Kornell

PSYC 328(S) Understanding Attention and Distraction
The human brain is constantly bombarded by sensory information. For example, as you sit in class listening to a lecture, many other people and objects are visible, competing for your limited attention resources. How does your brain manage to avoid such distractions to focus attention on relevant sensory information (such as the lecture) in order to extract the information you need to accomplish important goals (such as passing the class)? This is a problem that confronts humans in a variety of ways, ranging from finding your keys or driving your car, to using your iPhone or iPad, to doctors looking for tumors on medical images or airport security screeners looking for weapons in baggage. In this course, students will read empirical studies that use both behavioral and brain imaging techniques to investigate the capabilities, limitations, and brain substrates of attention in human behavior. Topics include attentional control, how attention interacts with overt behaviors such as eye and hand movements, practical applications of attention research including topics such as smartphone technology design and training for medical image screeners, and dysfunction of attention in clinical populations. Students will conduct original empirical research, analyze data, and present their findings to their peers at the end of the semester.
Class Format: empirical lab course Requirements/Evaluation: class participation, midterm, short papers, presentation and paper on empirical project Prerequisites: PSYC 201 and PSYC 221 or 222, or permission of instructor Enrollment Limit: 16 Expected Class Size: 12 Enrollment Preferences: Psychology majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PSYC Area 2 - Cognitive Psychology PSYC Empirical Lab Course

Spring 2016
SEM Section: 01 Cancelled
LAB Section: 02 Cancelled

PSYC 333(S) Cognitive Development
Can babies decide which bottle contains more milk? Can toddlers figure out who's lying? How do kids determine who's nice and who's mean? How do children develop the ability to make these decisions, and how do these abilities change over time? In this class, we'll be reading literature (both seminal and cutting-edge) and designing our own experiments to find the answers to these questions and more.
The course will broadly cover aspects of early cognitive development such as memory, numerical cognition, language acquisition, and understanding of other social beings, focusing especially on aspects of the human mind that are present early in life and how they evolve. Students will participate in discussions about primary literature, think about effective science communication, and design and collect data for their own specific area of interest.
Class Format: empirical lab course Requirements/Evaluation: active participation, regular thought papers and class presentations, written report and oral presentation on an original empirical research project Prerequisites: PSYC 201 and PSYC 232 Enrollment Limit: 16 Expected Class Size: 12 Enrollment Preferences: Psychology majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PSYC Area 3 - Developmental Psychology

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Mariko Moher
LAB Section: 02 T 01:00 04:00 Instructor: Mariko Moher

PSYC 335(F) Early Experience and the Developing Infant (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.
Class Format: empirical lab course Requirements/Evaluation: active class participation, regular thought papers and class presentations, and a written report and accompanying presentation of an independent research project Prerequisites: PSYC 201, PSYC 212, and PSYC 232 or permission of instructor Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Psychology majors and Neuroscience concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHLH Biomedical Determinants of Health PHLH Reproductive, Maternal and Child Health PSYC Area 3 - Developmental Psychology PSYC Empirical Lab Course

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Amie Hane
LAB Section: 02 R 01:00 04:00 Instructor: Amie Hane

PSYC 336 Adolescence (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.
Class Format: seminar Requirements/Evaluation: there will be a midterm paper and a group project that will involve several pieces of writing Prerequisites: PSYC 232 or permission of instructor Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Psychology majors and those who plan to become teachers
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSYC Area 3 - Developmental Psychology TEAC Teaching Sequence Courses

Not Offered Academic Year 2016
SEM Instructor: Susan Engel

PSYC 337 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.
Class Format: seminar Requirements/Evaluation: weekly thought papers and one final 7- to 10-page paper Prerequisites: PSYC 201 and 232 or PSYC 212 or permission of instructor Enrollment Limit: 19 Expected Class Size: 16 Enrollment Preferences: Psychology majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHLH Reproductive, Maternal and Child Health PSYC Area 3 - Developmental Psychology

Not Offered Academic Year 2016
SEM Instructor: Amie Hane

PSYC 338 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.
Class Format: seminar Requirements/Evaluation: three 5- to 7-page papers Prerequisites: PSYC 232 or 272 Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Psychology majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PSYC Area 3 - Developmental Psychology

Not Offered Academic Year 2016
SEM Instructor: Susan Engel

PSYC 340T Interdisciplinary Approaches to Social Psychology (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.
Class Format: tutorial Requirements/Evaluation: tutorial papers and responses to partner's tutorial papers, in alternating weeks; participation in tutorial discussions Prerequisites: PSYC 242 Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Psychology majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSYC Area 4 - Social Psychology

Not Offered Academic Year 2016
TUT Instructor: Steven Fein

PSYC 341 Stereotypes, Prejudice, and Discrimination (D) (W) Crosslistings: PSYC 341/WGSS 339
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.
Class Format: empirical lab course Requirements/Evaluation: weekly brief papers, oral reports, two longer papers Prerequisites: PSYC 201 and 242 Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: senior, then junior Psychology majors
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSYC Area 4 - Social Psychology PSYC Empirical Lab Course TEAC Related Courses

Not Offered Academic Year 2016
LEC Instructor: Steven Fein

PSYC 342(S) 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.

Class Format: empirical lab course **Requirements/Evaluation:** 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 Class Size:** 12 **Enrollment Preferences:** Psychology majors
Distributional Requirements: Division 2
Other Attributes: PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Jeremy Cone
LAB Section: 02 W 01:00 04:00 Instructor: Jeremy Cone

PSYC 344 Advanced Research in Social Psychology
This course will focus on the process of doing original, empirical social psychological research. We will concentrate on a few social psychological topics, such as stereotyping and prejudice, media influences, political biases, and sports psychology. Students will research and critically analyze and integrate the relevant literatures, and they will design and conduct original research to test hypotheses that emerge from these literatures. We will examine a variety of types of research designs, how to conduct online and in-person research, and how to analyze and understand results, including using SPSS to analyze data.
Class Format: empirical lab course **Requirements/Evaluation:** two exams, two papers, and several small assignments **Prerequisites:** PSYC 201 and PSYC 242 **Enrollment Limit:** 16 **Enrollment Preferences:** Psychology majors **Materials/Lab Fee:** a lab fee of up to $30 is associated with this course
Distributional Requirements: Division 2
Other Attributes: PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Not Offered Academic Year 2016
LEC Instructor: Steven Fein

PSYC 345(S) Political Psychology **Crosslistings:** PSCI 310/PSYC 345
What sort of politics can humans enact? For millennium political philosophers begin their political programs by asserting different foundational claims about "human nature" that in turn led them to 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 therefor accept rule by their betters. Many of the disputes turn on how rational people are and on their capacity to pursue justice for all people. We explore what political psychology tells us about people as political citizens and as leaders. What answers does political psychology provide? We find intriguing new answers from neuroscience.
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.
Class Format: lecture/discussion **Requirements/Evaluation:** a midterm, a term paper, and a final exam **Prerequisites:** a PSCI elective at the 200 or 300 level OR PSYC 101, 212, 221, 232, 242, 251, or 300-level course **Enrollment Limit:** 35 **Expected Class Size:** 13
Distributional Requirements: Division 2
Other Attributes: PSCI American Politics Courses

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: George Marcus

PSYC 346 Environmental Psychology **Crosslistings:** PSYC 346/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 proenvironmental 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.
Class Format: empirical lab course **Requirements/Evaluation:** a series of papers, two essay exams, written and oral reports of research **Prerequisites:** PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended. **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors and Environmental Studies concentrators
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Not Offered Academic Year 2016
SEM Instructor: Kenneth Savitsky

PSYC 347(F) Psychology and Law
This course deals with applications of basic psychology to justice and the legal system. Relevant psychological theory and research address the processes and controversies that surround scientific jury selection, jury decision-making, eyewitness testimony, child witnesses in abuse cases, forensic hypnosis, lie-detector tests, police interrogations, false confessions, the insanity defense, the role of psychologists as trial consultants and expert witnesses, and the role of confirmation biases in all phases. Readings and discussions are animated by observations from real cases, demonstrations, and lab simulations.
Class Format: seminar **Requirements/Evaluation:** two hour exams and class participation **Prerequisites:** PSYC 242 **Enrollment Limit:** 30 **Expected Class Size:** 30 **Dept. Notes:** either PSYC 347 or PSYC 349 may be taken for credit, but not both **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: JLST Enactment/Applications in Institutions JLST Theories of Justice/Law PSYC Area 4 - Social Psychology

Fall 2015
LEC Section: 01 M 07:00 09:40 Instructor: Saul Kassin

PSYC 349(S) Research in Psychology and Law
This course examines the legal system in light of psychological research findings, Supreme Court rulings, wrongful conviction cases and illustrative crimes. The law's informal theories of human behavior will be compared to what psychologists know on the basis of theories and research regarding such topics as Miranda, lie detection, police interrogation, false confessions, eyewitness identification, repressed and recovered memories, forensic evidence, juries and criminal insanity. Students will conduct an empirical research project, analyze data and present their findings to their peers at the end of the semester.
Class Format: seminar/empirical lab **Requirements/Evaluation:** exams, written and oral reports of research **Prerequisites:** PSYC 201 and PSYC 242 or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors **Dept. Notes:** either PSCY 347 or PSYC 349 may be taken for credit, but not both **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Laura Smalarz
LAB Section: 02 T 01:00 04:00 Instructor: Laura Smalarz

PSYC 350 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.
Class Format: seminar **Requirements/Evaluation:** classroom participation, response papers, midterm, final paper **Prerequisites:** PSYC 232 or 252 **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Psychology majors
Distributional Requirements: Division 2
Other Attributes: PHLH Reproductive, Maternal and Child Health PSYC Area 5 - Clinical Psychology TEAC Related Courses

Not Offered Academic Year 2016
SEM Instructor: Marlene Sandstrom

PSYC 351 Childhood Peer Relations and Clinical Issues
An exploration of the important ways peer relationships influence children's emotional, cognitive, and social development. We consider various aspects of childhood peer rejection, including emergence and maintenance of peer difficulties, short- and long-term consequences, and intervention and prevention programs. A variety of research methodologies and assessment strategies will be considered. All students will design and conduct an empirical research project based on the concepts discussed.
Class Format: empirical lab course **Requirements/Evaluation:** weekly response papers, midterm exam and a written/oral report of research **Prerequisites:** PSYC 201 and either PSYC 232 or 252 **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors
Distributional Requirements: Division 2
Other Attributes: PSYC Area 5 - Clinical Psychology PSYC Empirical Lab Course TEAC Related Courses

Not Offered Academic Year 2016
LEC Instructor: Marlene 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 field-work placement arranged by the instructor in a local mental health or social service agency.
Class Format: seminar **Requirements/Evaluation:** field work (six hours per week), two 5-page position papers, and a 12- to 15-page final paper **Prerequisites:** PSYC 252 **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** senior, then junior, Psychology majors; you MUST have permission of instructor to register for this course **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: EXPE Experiential Education Courses PHLH Reproductive, Maternal and Child Health PSYC Area 5 - Clinical Psychology

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Laurie Heatherington

PSYC 355 Psychotherapy: Theory and Research
Psychotherapy is a young, barely 100-year old psychological endeavor which attempts to promote change and healing through social interaction. How can it be that talking with a psychotherapist can help people change — emotionally, cognitively, and/or behaviorally — and how exactly does it help people achieve relief from psychological disorders and problems? In this course, we will study some of the key approaches to psychotherapy by examining the theories and scientific research that surround them, and considering theory and research in juxtaposition. This will be accomplished by a close reading and critical analysis of primary source theoretical papers, the "raw data" (videotapes and transcripts) of therapy sessions, case studies, and contemporary empirical research on the outcomes and change processes of psychotherapy. Students will learn how to evaluate the efficacy claims of both standard and new therapies and how to evaluate claims about the mechanisms by which those therapies work. Current controversies in psychotherapy and psychotherapy research will be addressed and debated as well. All students will design and conduct an empirical research project based on the course material.
Class Format: empirical lab course **Requirements/Evaluation:** two short position papers, occasional one-page response and a written/oral report of research **Prerequisites:** PSYC 201 and PSYC 252 **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Psychology majors
Distributional Requirements: Division 2

Other Attributes: PSYC Area 5 - Clinical Psychology PSYC Empirical Lab Course

Not Offered Academic Year 2016
SEM Instructor: Laurie Heatherington

PSYC 357(F) 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.
Class Format: empirical lab course Requirements/Evaluation: 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: PSYC 201 and PSYC 252 Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Psychology majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PSYC Area 5 - Clinical Psychology PSYC Empirical Lab Course

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Catherine Stroud
LAB Section: 02 T 01:00 04:00 Instructor: Catherine Stroud

PSYC 358(S) Psychosis and the Biological Bases of Severe Mental Illness
Crosslistings: PSYC 358/NSCI 358
This course takes an in-depth look at the theory and research on serious mental illnesses with psychotic features, such as schizophrenia. Specifically, it examines the biological and psychological processes that lead to psychotic experiences and the prediction, diagnosis and treatment of psychosis. We will begin by investigating the historical understanding and diagnosis of schizophrenia and related disorders as well as how recent research finding have altered our understanding of the pathophysiology of these disorders and the mechanisms that impact severe mental illness. We will then discuss the improvements in treatment, diagnosis and prevention these findings have prompted. This will be accomplished by evaluation and critical analysis of empirical research findings produced using clinical neuroscience methods including neuroimaging, statistical and molecular genetics, and drug therapy.
Class Format: seminar Requirements/Evaluation: response papers, midterm exam and final term paper Prerequisites: PSYC 252 or permission of instructor Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Psychology majors Distribution Notes: meets Division 2 requirement if registration is under PSYC; meets Division 3 requirement if registration is under NSCI Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PSYC Area 5 - Clinical Psychology

Spring 2016
SEM Section: 01 MWF 11:00 12:15 Instructor: Kristen Haut

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.
Class Format: seminar Requirements/Evaluation: active class participation, frequent response papers, midterm examination and final term paper Prerequisites: PSYC 252 Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Psychology majors
Distributional Requirements: Division 2
Other Attributes: PSYC Area 5 - Clinical Psychology

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Nicole Harrington

PSYC 361 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 moral and psychological 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.
Class Format: discussion/seminar Requirements/Evaluation: class attendance and participation, discussion leadership, short essays, and a final paper Prerequisites: any 200-level course in PSYC or permission of instructor Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Psychology majors
Distributional Requirements: Division 2
Other Attributes: JLST Theories of Justice/Law PSYC Area 6 - Other/Interdisciplinary Psychology

Not Offered Academic Year 2016
SEM Instructor: Kris Kirby

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?
Class Format: seminar Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal Prerequisites: PSYC 232 or PSYC 272 or permission of instructor Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: Psychology majors and those who plan to become teachers Extra Info: may not be taken on a pass/fail basis ; not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: EXPE Experiential Education Courses PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Susan Engel

PSYC 397(F) Independent Study: Psychology
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.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Betty Zimmerberg

PSYC 398(S) Independent Study: Psychology
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.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Betty Zimmerberg

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 lead these discussions.
Class Format: seminar Requirements/Evaluation: participation in class discussions, choosing relevant research articles, and three position papers Enrollment Limit: none Expected Class Size: 15 Enrollment Preferences: open to seniors Psychology majors only Dept. Notes: required of all senior Psychology majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
CON Section: 01 TBA Instructor: Laurie Heatherington
SEM Section: 02 TR 11:20 12:35 Instructor: Laurie Heatherington
SEM Section: 03 TR 11:20 12:35 Instructor: Jeremy Cone
SEM Section: 04 TR 11:20 12:35 Instructor: Susan Engel
SEM Section: 05 TR 11:20 12:35 Instructor: Nate Kornell
SEM Section: 06 TR 11:20 12:35 Instructor: Laura Smalarz

PSYC 493(F) Senior Thesis: Psychology
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.
Class Format: independent study Prerequisites: permission of the thesis advisor
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option this is part of a full-year thesis (493-494); Senior Psychology Majors meeting requirements for Honors
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Betty Zimmerberg

PSYC 494(S) Senior Thesis: Psychology
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.
Class Format: independent study Prerequisites: permission of the thesis advisor
Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Betty Zimmerberg

PUBLIC HEALTH

Chair, Associate Professor JULIE PEDRONI

Advisory Committee: Professors: BANTA, C. JOHNSON, SHANKS*, SHORE-SHEPPARD***, ZIMMERBERG. Associate Professors: GEHRING,HANE, KLINGENBERG, MUNEMO, WATSON. Assistant Professors: BLACKWOOD, GODLONTON, HEGGESETH, KOHLER. Lecturers: GUTSCHOW, HONDERICH, J. PEDRONI.

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.

Requirements:
Application to the concentration must be completed in the Spring of sophomore year. Applications are due on the final day of pre-registration. Application materials can be obtained on the public health website http://public-health.williams.edu by early April or by e-mailing the chair of the program. Due to excess demand for the concentration, applicants are not guaranteed admittance to the program.

PHLH 201(S) Dimensions of Public Health
All students wishing to pursue the Area of Concentration should take this course early in their careers, preferably sophomore year. Students may petition the advisory committee to substitute a course taken in a study-abroad program focused on global health, providing that the course is equivalent in scope. However, students who plan to take advantage of this option should have taken at least two other courses from among the electives by the end of their sophomore year, and should recognize that those who lack a foundation in the core issues of the field may find it more challenging to prepare their proposal for admission to the concentration.

Statistics
Statistical analysis is at the heart of the quantitative tools necessary to study the health of populations. One course in statistics from the list below is required of all concentrators.

Electives
Concentrators must take at least three electives, with at least two different prefixes, from the list below. Elective courses are grouped by category, but these clusters are not meant to constrain students to a single "track" within the program. Instead, each student is free to determine, with the guidance of an advisory committee member(s), a set of electives that provides an intellectually coherent exploration of his/her particular areas of interest within the field of public health. In choosing electives, students should consider the balance of breadth versus depth that will allow them to gain theoretical and methodological sophistication in one or more areas. Students may not substitute an independent study for any of these electives. Winter Study courses may not be counted towards the electives.

Experiential Component
Because many public health challenges cannot be fully appreciated until one has hands-on experience with real communities and actual populations, each concentrator must have at least one relevant field-based educational experience with a research component. This requirement may be met through participation in an approved study abroad program (see below), one of the Winter study courses marked with an asterisk, a WS99 project, or a not-for-credit summer or academic-year internship. In every case, the advisory committee must approve the project in advance. This experiential component will serve as a focal point for the student's work in the capstone course. Please note that experiential component should incorporate address both the "public" and "health" in public health. Projects that center on clinical or lab or that do not have a meaningful health component will generally not satisfy the PH experiential requirement. More information is on the public health website, http://public-health.williams.edu.

PHLH 402(S) Senior Seminar in Public Health
The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will spend the first part of the semester writing about and sharing with their classmates their fieldwork experiences; these reflections will be framed by readings on health inequities, cultural perspectives and global practices. Through these case studies, students will gain an appreciation for the complex web of structural, societal, and policy issues that define and constrain approaches to contemporary public health crises. Readings for this portion of the course will be chosen by the faculty member to address a shared topic, to be agreed upon by the end of the previous semester between the instructor and students. In the second portion of the course, teams of students will identify a public or global health problem (akin to a Gates Global Challenge), and, drawing jointly on the methods of their respective disciplines, will develop a comprehensive proposal to address this problem. Team projects will be presented to and evaluated by a board of internal and/or external examiners, comprised of faculty members from Williams, alumni and other PH practitioners from the surrounding region. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Written Proposal for the PH Portfolio
To be considered for admission to the Area of Concentration in Public Health, students must submit a written statement describing the portfolio of courses, study abroad, and experiential learning component(s) they intend to pursue. In this proposal, candidates for the concentration should describe their intellectual goals, and if relevant, how these relate to their professional goals. A fundamental purpose of the proposal requirement is to encourage the student to consider concretely how s/he will engage with socio-cultural, behavioral, policy, and/or biomedical aspects of population health. To this end, students should address whether a methodological or disciplinary emphasis ties their chosen courses together, and how the intended experiential component will relate to this set of questions. This proposal is due by the end of course registration period in the spring of the sophomore year, and should be prepared in consultation with a member of the advisory committee. Concentrators are required to revisit and update their proposal prior to registration in the spring of the junior year, and to provide documentation of their internship experience both prospectively and retrospectively. The final portfolio will typically include major papers written for electives within the concentration, and may serve as a resource for students to *draw on during their capstone course.*

Study Abroad and Internships
Although not a requirement for the PH concentration, study abroad and/or overseas internships provide a crucial opportunity to engage with global health issues through field-based coursework and independent research projects. The Public Health program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. In particular, students may want to consider one of the several Global Health options offered through SIT. One or more courses completed on an approved study abroad program can be counted toward the three elective courses, with permission of the program coordinator. You can find general study away guidelines for Public Health on the public health website, http://public-health.williams.edu.

PHLH Bioethics + Interpretations of Health
CHIN 253 "Disease" in Modern Chinese Literature and Culture
COMP 232 Reading and Writing the Body
HIST 374 American Medical History
HSCI 320/HIST 293 History of Medicine
HSCI 322/REL 283 Medieval Islamic Medicine
PHIL 212/WGSS 212 Ethics and Reproductive Technologies
PHIL 213 Biomedical Ethics
PHIL 227 Death and Dying
PHIL 228/WGSS 228 Feminist Bioethics
PHIL 274 Messing with People: The Ethics of Human Experimentation
PHIL 337 Justice in Health Care
REL 246/ANTH 246/WGSS 246/ASST 246 India's Identities: Religion, Caste, and Gender
REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation
SOC 332 Life and Death in Modernity
SOC 371/HSCI 371/SCST 371 Science, Technology, and (Bio)medicalization

PHLH Biomedical Determinants of Health
ANTH 271 Medicine, Pathology, and Power
BIOL 132 The Human Genome
BIOL 133 Biology of Exercise and Nutrition
BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
BIOL 136 Studying Human Genetic Diversity: Individuals, Populations, and 'Races'--Dangerous Biology
BIOL 219 Dangerous Exposures: Environment, Immunity, and Infectious Disease
BIOL 313 Immunology
BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions
BIOL 417 Translational Immunology
CHEM 115 AIDS: The Disease and Search for a Cure
CHEM 341/ENVI 341 Toxicology and Cancer
CHEM 343 Medicinal Chemistry
PSYC 317/NSCI 317 Nature via Nurture: Topics in Developmental Psychobiology
PSYC 335 Early Experience and the Developing Infant

PHLH Core Courses
PHLH 201 Dimensions of Public Health
PHLH 402 Senior Seminar in Public Health

PHLH Decision-Making by Institutions + Individuals
ECON 205 Public Economics
ECON 230 The Economics of Health and Health Care

ECON 381 Global Health Policy Challenges
ECON 468 Your Money or Your Life: Health Disparities in the United States
ECON 504 Public Economics
PSCI 209/WGSS 209 Poverty in America
PSCI 228 International Organization
PSCI 249/GBST 249 From Beetroot to Zero Grazing: Comparative Response to AIDS in Africa
PSYC 326 Choice and Decision Making

PHLH Methods in Public Health
MATH 307 Mathematical Modeling: Dynamics of Infectious Disease
MATH 410/BIOL 214 Modeling in Ecology

PHLH Nutrition, Food Security, and Environmental Health
AFR 211/AMST 211/SOC 211 Race and the Environment
ANTH 332/ENVI 332/GBST 332/JLS 332 Environmental Justice
BIOL 220/ENVI 220 Field Botany and Plant Natural History
BIOL 308 Integrative Plant Biology: Fundamentals and New Frontiers
BIOL 422/ENVI 422 Ecology of Sustainable Agriculture
ENVI 208 Science and Politics in Environmental Decision Making
ENVI 233 The Industrial Animal
ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes

PHLH Reproductive, Maternal and Child Health
ANTH 272/WGSS 272 Sex and the Reproduction of Society
PSYC 317/NSCI 317 Nature via Nurture: Topics in Developmental Psychobiology
HIST 378/WGSS 378 The History of Sexuality in America
PSYC 335 Early Experience and the Developing Infant
PSYC 337 Temperament and Biobehavioral Development
PSYC 350 Child Psychopathology
PSYC 352 Clinical and Community Psychology
REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation

PHLH Social Determinants of Health
AFR 211 Race and the Environment
ECON 380/ECON 519 Population Economics
ECON 468 Your Money or Your Life: Health Disparities in the United States
PSCI 209/WGSS 209 Poverty in America
WGSS 230/AFR 230 Gender, Sexuality, and Global HIV/AIDS

PHLH Statistics Courses
ECON 255 Econometrics
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 202 Introduction to Statistical Modeling
STAT 231 Statistical Design of Experiments
STAT 372 Longitudinal Data Analysis: Modeling
STAT 440 Categorical Data Analysis

PHLH 201(S) Dimensions of Public Health
Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.
Class Format: lecture Requirements/Evaluation: based on four papers and contributions to class discussion Prerequisites: none Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: sophomores, potential Public Health concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Non-divisional
Other Attributes: PHLH Core Courses

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: Kiaran Honderich

PHLH 402(S) Senior Seminar in Public Health
This course is designed to provide senior concentrators the opportunity to reflect upon and synthesize both their curricular and experiential work in the concentration. Students will lead discussion on readings addressing a range of issues and disciplines in the field of public health, including social determinants of health, health inequities, threats to public health, cultural perspectives and global practices. Students will also be divided into three or four multi-disciplinary research teams to investigate a contemporary real-life issue in public health, locally, nationally or internationally. The teams will work independently, in contact with the instructor and other resource faculty members, to define areas of investigation and approaches to the issue, gather data and other necessary information and prepare a team report. This report, to be presented at the end of the term, will be part of each student's public health portfolio. In addition each student will write a separate 15-20 page term paper, drawing on the team project and/or the students' prior coursework and experiential education in PH; this term paper will be designed to be a writing sample appropriate for graduate school or job applications. Some amount of off-campus travel may be required either in spring break or the latter half of the semester. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.
Class Format: seminar Requirements/Evaluation: active seminar participation, weekly written reflections, contribution to the team research project and a 12- to 15-page final paper Prerequisites: completion of at least 4 courses counting towards the PHLH concentration Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: senior Public Health concentrators Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Non-divisional
Other Attributes: PHLH Core Courses

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Amie Hane

RELIGION (Div. II)

Chair, Associate Professor NEIL ROBERTS

Professors: BUELL*, DREYFUS. Associate Professor: JOSEPHSON*. Assistant Professors: HIDALGO, ISRAEL. Lecturer: GUTSCHOW. Croghan Bicentennial Professors: BRAKKE, HARRILL, JOHNSON-DEBAUFRE. Mellon Fellow: YACOOB. Visiting Lecturer: ADHAMI.

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.

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. You can find general study away guidelines for Religion here.

REL 103 The Way of Power: A History of Occult Knowledge and Practices
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 the 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.
Class Format: lecture/discussion Requirements/Evaluation: two short writing assignments, a midterm, and a final exam Prerequisites: none Enrollment Limit: none Expected Class Size: 40 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016
LEC Instructor: Denise Buell

REL 104(S) Religious Conflict and Cooperation
Violent conflicts throughout the world are animated by religious rhetoric, driven by religious actors, and sanctioned by religious authorities. At the same time, religious and "interfaith" organizations are often prominent participants in peace advocacy and conflict resolution. What are the varieties of religious involvement in war and peace? What can we learn about "religion" from the conflicts and cooperative initiatives that are labeled "religious"? Does the modern nation-state increase the likelihood of religious conflict? Will 21st century globalization support more or less conflict and/or cooperation? We will investigate these and other questions through contemporary case studies. In some cases we will focus on conflicts over territory: the Temple Mount/Noble Sanctuary in Jerusalem, the Babri Mosque/Birthplace of Rama in Ayodhya, India, the Black Hills in South Dakota. But we will also study the rhetoric of Usama Bin Laden and the role of spirit possession in the formation of the Lord's Resistance Army in Uganda. Finally, we will consider efforts to end such conflicts peacefully and delegitimize militant groups. In each case, we will see how competition for control over what counts as "Judaism," "Hinduism," "religion," "religious," and so forth is central to these conflicts and to the goals of those who seek to resolve them. Along with primary and secondary sources related to each case study, we will also read theoretical works by authors that may include Mark Juergensmeyer, Samuel Huntington, Scott Appleby, Bruce Lincoln, Saba Mahmood, Olivier Roy, Ananda Abeysekara, Talal Asad, Tomoko Masuzawa, Elizabeth Shakman Hurd, and others.
Class Format: lecture Requirements/Evaluation: two short papers, an in-class mid-term exam, and a final paper or project Prerequisites: none Enrollment Limit: none Expected Class Size: 30 Enrollment Preferences: first-year students and potential Religion majors
Extra Info: not available for the fifth course option
Distributional Requirements: Division 2

Spring 2016
LEC Section: 01 MW 11:00 12:15 Instructor: Jeffrey Israel

REL 106 Is God Dead? Secularization in the Modern World
In 1966, Time magazine published an edition titled "Is God Dead?", alluding to Friedrich Nietzsche's famous proclamation that "God is dead." The Time edition examined the growing number of people in the United States who proclaimed disbelief in organized religion or in God. Today, one in five people in the United States identify as "none" when asked about their religious affiliation. This trend is one important component of what has come to be known as "secularization." At the same time, however, the idea that religion is increasingly disappearing or becoming irrelevant has been significantly challenged by the rise of the "religious right" in the United States, as well as Islamism, Hindu nationalism, and many other religious revival movements across the globe. This course will take a theoretical and global comparative perspective to understand the nature of secularization in the modern world. Has secularization taken place or not? What does it mean to say we live in a secular society? Is it the case that "Western" society is secular whereas the rest of the world is not? The course will answer such questions by beginning with broad historical narratives and theoretical accounts that propose various interpretations of secularization as a historical process (focusing primarily on Peter Berger, Steve Bruce, Jose Casanova, and Charles Taylor). The remainder of the course will then explore a variety of case studies from the Americas, the Middle East, India, and East Asia to nuance and complicate those theories and narratives. We will explore how the very idea of secularization presupposes a constructed notion of "religion" and will think about the implications of that secular-religion binary.
Class Format: seminar Requirements/Evaluation: active participation, two short essays (4-5 pages), in-class mid-term exam, and final project Prerequisites: none Enrollment Limit: 25 Expected Class Size: 10 Enrollment Preferences: prospective Religion majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Zaid Adhami

REL 171 Music and Spirituality Crosslistings: MUS 171/REL 171
Across cultures and across millennia, music has served to enable, inspire, and express the spiritual life experiences of communities and individuals. Why is this so? In what contexts and through what means can making and hearing music acquire a spiritual dimension? This course will take a topical approach to exploring music's spiritual power, considering such areas as the function of music in ritual practices from various cultures and times, the use of music to tell sacred stories, and the role of music created in the face of death and its aftermath. Our primary focus will be on music from Christian traditions from medieval to modern times, enriched by conversations with musicians immersed in the music of other world faith traditions. We will explore connections between music and spirituality through a wide variety of composers and styles, including plainchant and Renaissance sacred choral music; classics by Bach, Mozart, Beethoven, and Brahms; American hymnody and spirituals; Igor Stravinsky and Arvo Pärt; John Coltrane and Dave Brubeck; and selected artists from the world of contemporary popular music.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, several brief writing assignments, a midterm paper, and a final project with presentation Prerequisites: none Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: students with a demonstrated interest in music or religion
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under REL Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Jennifer Bloxam

REL 200(S) What is Religion? Theories and Methods in the Study of Religion
As recently as 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?
Class Format: seminar Requirements/Evaluation: class participation, three short (2-3 pages) writing assignments, a 5-page midterm paper, and a 10 page final paper Prerequisites: none, although a previous course on religion is recommended Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: Religion majors Extra Info: not available for the fifth course option
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Jeffrey Israel

REL 201 The Hebrew Bible Crosslistings: REL 201/COMP 201/JWST 201
The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two to three longer papers Prerequisites: none Enrollment Limit: 40 Expected Class Size: 40 Enrollment Preferences: Jewish Studies concentrators, Religion and Comparative Literature majors Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Other Attributes: ARAB Arabic Studies Electives JWST Gateway Courses

Not Offered Academic Year 2016
LEC Instructor: Edan Dekel

REL 202 Moses: Stranger in a Strange Land Crosslistings: REL 202/JWST 202/COMP 214
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*.
Class Format: seminar Requirements/Evaluation: class participation, short written assignments, and two or three longer papers Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: students who have already taken a course in biblical literature Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Other Attributes: ARAB Arabic Studies Electives JWST Core Electives

Not Offered Academic Year 2016

SEM Instructor: Edan Dekel

REL 203(F) Judaism: Before The Law (D) Crosslistings: REL 203/JWST 101
This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth-century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts by Franz Rosenzweig, Leo Strauss and Joseph Soloveitchik, Kafka's *The Trial* with his parable "Before The Law," Woody Allen's film *Crimes and Misdemeanors*, and ethnographic accounts of contemporary Jewish observance. *All readings will be in translation*.
Class Format: seminar Requirements/Evaluation: class participation, three short papers, and a final longer paper Prerequisites: none Enrollment Limit: 30 Expected Class Size: 15 Enrollment Preferences: Jewish Studies concentrators, Religion majors and students who are considering these options Extra Info: not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: JLST Interdepartmental Electives JLST Enactment/Applications in Institutions JWST Gateway Courses

Fall 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Jeffrey Israel

REL 204(S) The Kingdom of God and Social Change
Is the Kingdom of God good for human society? Rooted in biblical studies, this interdisciplinary course engages political philosophy, sociology, gender studies, and the arts, and explores the Kingdom of God, a concept or vision central to the movement centered around Jesus. We will examine this concept in the Jewish and Christian Bible, in the history of Christian thought and practice, in feminist interpretations of Mary Magdalene, and in historic and contemporary movements for social change.
Class Format: seminar Requirements/Evaluation: participation, weekly posting, two analytical essays, one multimedia group project Prerequisites: none Enrollment Limit: 15 Expected Class Size: 12 Enrollment Preferences: Religion majors and sophomores
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Melanie Johnson-DeBaufre

REL 205 Ancient Wisdom Literature Crosslistings: REL 205/CLAS 205/COMP 217/JWST 205
The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two longer papers Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2
Other Attributes: JWST Core Electives

Not Offered Academic Year 2016
LEC Instructor: Edan Dekel

REL 206 The Book of Job and Joban Literature (W) Crosslistings: REL 206/COMP 206/JWST 206
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.*
Class Format: discussion Requirements/Evaluation: evaluation will be based on class participation, weekly short written assignments, and two longer papers Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives

Not Offered Academic Year 2016
SEM Instructor: Edan Dekel

REL 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis Crosslistings: REL 207/COMP 250/JWST 207/CLAS 207
How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. *All readings are in translation.*
Class Format: discussion Requirements/Evaluation: evaluation will be based on class participation and several writing assignments Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: students who have already taken a course in Biblical literature Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP or CLAS
Extra Info: core course for COMP
Distributional Requirements: Division 2
Other Attributes: ARAB Arabic Studies Electives JWST Core Electives

Not Offered Academic Year 2016
LEC Instructor: Edan Dekel

REL 208 Ancient Greek Religion Crosslistings: CLAS 208/REL 208
This course explores the nature and evolution of ancient Greek religion from the Bronze Age (1200s BCE) 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*.
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on several short papers, a midterm, a final research paper, and class participation Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15 Enrollment Preferences: majors and potential majors in Classics and Religion Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC

REL 209 Jewish America Crosslistings: REL 209/JWST 209
Who and what counts as "Jewish" in America? Does stand-up comedy have a distinctly Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the "booster-bigot trap"? How is it possible, that is, to avoid answers that uncritically celebrate "Jewish contributions" or perniciously suggest "Jewish influence"? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster-bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuri Slezkine, Shaul Magid, Andrea Most and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic readings, but will focus primarily on close analysis of films, literary fiction, stand-up comedy, political magazines, theological texts, and television shows. We may, for instance, watch films like *The Jazz Singer* (1927 and 1980), *Exodus* and *Annie Hall*; read John Updike's *Bech: A Book*, Philip Roth's *Operation Shylock* or Cynthia Ozick's *The Puttermesser Papers*; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's *Dearborn Independent*, the *Menorah Journal* or *Commentary*; study works by Rabbis Stephen Wise, Abraham Joshua Heschel and Meir Kahane; and watch episodes of *Bridget Loves Bernie, Northern Exposure* and *Curb Your Enthusiasm*. We will also study arguments about the role and meaning of Jewishness in American secularization, "therapeutic culture," the civil rights movement, the sexual revolution, and feminism.
Class Format: seminar Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final paper interpreting an example of Jewishness in America chosen by the student Prerequisites: none Enrollment Limit: 30 Expected Class Size: 25 Enrollment Preferences: Religion majors, Jewish Studies concentrators, and students who are interested in either of these options
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Jeffrey Israel

REL 210 The New Testament: Purpose, History and Method (W) Crosslistings: REL 210/CLAS 210/COMP 213
The New Testament is the most important collection of documents in the Christian religion. This course offers overviews and discussions of the origin and purpose of the writings, their influence throughout history, and the development of methods of readings of the texts. We start with the origin of the writings before they became collected into the New Testament, and ask: what forms of writings (genres) in Greco-Roman culture were available to the authors of the new scriptures, and how they were used for the purpose of shaping faith in Jesus Christ and creating communities? Why just these scriptures were included, and not others, for instance, the Gospel of Thomas, is another much discussed question. The impact of the New Testament writings upon society is a problematic history; for instance, they have been used to support negative attitudes to Jews, women and homosexuals. This raises the issue of how to read the New Testament. There are many different ways of reading the New Testament; perhaps the most common way to read it is as Scripture, important for one's religious faith. In this course, however, we will focus on scholarly and academic readings of the New Testament. But they, too, have gone through many changes, influenced by contemporary methods, e.g. historical-critical ones in the 19th and into 20th century, more recently, by literary, feminist and post-colonial readings. Through extensive readings of New Testament writings in their cultural and historical context, documentations of their use in history, and recent theories of interpretation,

the aim is to gain an independent position on the New Testament as a historical and religious document.
Class Format: lecture/discussion **Requirements/Evaluation:** one class presentation; three 3-page papers, one 5- to 7-page paper, and a final paper (15 pages) **Prerequisites:** none; open to all **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores **Distribution Notes:** meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Halvor Moxnes

REL 212 The Development of Christianity: 30-600 C.E. (W) Crosslistings: REL 212/HIST 324
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.
Class Format: lecture/discussion; in-class group work **Requirements/Evaluation:** active and informed participation, one reflection paper (1 page), two textual analysis papers (3-4 pages)—at least one to be revised (option to revise both)
(see "Extra Info" for additional requirements) **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** sophomores considering a major in Religion or History, then senior and junior majors in these departments **Extra Info:** additional requirements: one historiographical analysis (5-7 pages), and a take-home final exam
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group P Electives - Premodern JWST Elective Courses

Not Offered Academic Year 2016
LEC Instructor: Denise Buell

REL 213(F) Divine Kingship in the Ancient Mediterranean Crosslistings: CLAS 258/ANTH 258/HIST 394/REL 213
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm and a final exam
Prerequisites: none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** majors or prospective majors in Classics, Anthropology, Art History, and History
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under ANTH, HIST or REL
Distributional Requirements: Division 1
Other Attributes: HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Fall 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Benjamin Rubin

REL 214 Religion and the State Crosslistings: REL 214/PSCI 271
The First Amendment of the U.S. Constitution begins: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." What does "religion" mean in this formulation? Should "religion" be singled-out for exclusion from government? Are "religious" reasons ever legitimate reasons for laws, policies or popular political action? Should "religious" organizations be exempt from otherwise generally applicable laws? Is "religion" good or necessary for democratic societies? In this course we will respond to these and related questions through an investigation of "religion" as a concept in political theory. Particular attention will be given to the modern liberal tradition and its critics. Coverage will range from modern classics to innovative contemporary arguments. Classics may include John Locke's *A Letter Concerning Toleration*, selections from Jean-Jacques Rousseau's *The Social Contract*, James Madison's *Memorial and Remonstrance Against Religious Assessments*, Immanuel Kant's *Religion Within the Boundaries of Mere Reason*, John Stewart Mill's *Three Essays On Religion*, and John Dewey's *A Common Faith*. More recent arguments may come from John Rawls, Alasdair MacIntyre, Nicholas Wolterstorff, Martha Nussbaum, Jeffrey Stout, Winnifred Sullivan, Brian Leiter and Andrew Koppelman.
Class Format: seminar **Requirements/Evaluation:** class participation, two short papers, a midterm take-home exam, and a final take-home exam **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 25 **Enrollment Preferences:** Religion majors, those interested in being Religion majors, and Political Science majors concentrating on Political Theory
Distributional Requirements: Division 2
Other Attributes: JLST Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Jeffrey Israel

REL 216 Greek Art and the Gods Crosslistings: ARTH 238/CLAS 248/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 Olympos, 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, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.
Class Format: lecture and discussion **Requirements/Evaluation:** midterm exam, final exam, final paper **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** 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 **Dept. Notes:** satisfies the pre-1400 requirement **Distribution Notes:** meets Division 1 requirement if registration is under ARTH and CLAS; meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1400 Courses ARTH pre-1800 Courses ARTH pre-1600 Courses

Not Offered Academic Year 2016
LEC Instructor: Guy Hedreen

REL 217 Medieval England Crosslistings: HIST 231/REL 217
Across the entire world of the Middle Ages, no region has captured the modern pop-culture imagination as much as medieval England. From the Battle of Hastings to Magna Carta, from Braveheart to King Arthur, medieval English history and popular knowledge of the medieval past are closely linked. This course will survey the history of England from the Roman period through the reign of Richard II (AD 43—1399). We will find a great deal to detain us in these thirteen centuries, including the Anglo-Saxon settlement of England and subsequent conversion to Christianity, the Viking raids of the ninth and tenth centuries, the Norman Conquest, the growth of English common law, the murder of Thomas Beckett, Edward I's campaigns in Wales and Scotland, the Peasants' Revolt of 1381, and the beginning of the Hundred Years War. We will focus particularly on power and politics, but primary readings will add important social, cultural and religious context. Our meetings will emphasize lectures and discussion equally. No prior knowledge is expected.
Class Format: lecture/discussion **Requirements/Evaluation:** several short papers, a midterm and a final **Prerequisites:** none **Enrollment Limit:** 40 **Expected Class Size:** 35 **Enrollment Preferences:** History majors
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC Instructor: Eric Knibbs

REL 218(F) Gnosis, Gnostics, Gnosticism (W) Crosslistings: REL 218/COMP 218/CLAS 218
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*.
Class Format: lecture/discussion **Requirements/Evaluation:** 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 **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** students with prior coursework in biblical or other ancient literature or history **Distribution Notes:** meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2 Writing Intensive

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: David Brakke

REL 220(F) Paul and His Influence in Early Christianity
This course investigates the Apostle Paul through a historical study of his own letters and the later legend that grew up around the figure. Special attention given to the significance of Paul's life and the ways its story was retold and appropriated or resisted in late antiquity. Our historical approach means attention to the cultural and religious context of ancient Judaism, Greek culture, and Roman imperial society. We shall examine Paul's founding and nurturing of Christian communities, the social and religious conflicts to which his letters respond, and early, medieval, and modern writers on Paul as a Christian apostle. Topics include Paul's rhetorical style, method of community formation, beliefs about Christ, and moral teachings, including areas of controversy. Our course concludes with readings from important Western thinkers on Paul, such as Augustine, Martin Luther, and Friedrich Nietzsche. The course presupposes no prior coursework on, or particular knowledge of, the Bible.
Class Format: seminar **Requirements/Evaluation:** short (3-4 page) essay, oral presentations, midterm, and research project **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** majors, concentrators, seniors
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: J. Harrill

REL 222 Europe From Reformation to Revolution: 1500-1815 Crosslistings: HIST 226/REL 222
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on two short papers, a midterm and a final exam **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 25-35
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern JWST Elective Courses

Not Offered Academic Year 2016

LEC Instructor: James Wood

REL 223(F) Revolt and Revelation in 20th-Century Americas (D) Crosslistings: LATS 328/AFR 328/AMST 329/REL 223
Writing in 1971, Dominican priest and Peruvian theologian Gustavo Gutierrez asked "Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?" Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of "God-talk" broadly termed "liberation theologies" that critiqued and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings—such as those of Gutierrez—and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, México, Perú, and the United States of America between 1960-2000. This EDI course examines issues of social and institutional power relations that influence particular religious formations as well as the way religious formations respond to and structure social and institutional power relations
Class Format: lecture/discussion Requirements/Evaluation: this course will be mostly discussion, with grading based upon participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 8- to 12-page final essay Prerequisites: none Enrollment Limit: none Expected Class Size: 10 Enrollment Preferences: majors and concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: LATS Core Electives

Fall 2015
LEC Section: 01 TF 01:10 02:25 Instructor: Jacqueline Hidalgo

REL 224(S) U.S. Latina @ Religions (D) Crosslistings: LATS 224/AMST 224/REL 224
In this course, we will engage aspects of Latin@ religious experiences, practices, and expressions in the United States of America. We examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latin@ communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices—such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latin@ Muslims, and Santería—by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. We will also consider, though more briefly, historical contexts in Iberia and Latin America, as well as questions of how one studies Latin@ religions. Rooting ourselves in the social, political, cultural, and historical contexts in which particular Latin@ religious formations developed, this EDI course examines issues of social and institutional power relations that influence particular religious formations.
Class Format: discussion Requirements/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 Prerequisites: none Enrollment Limit: none Expected Class Size: 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2016
LEC Section: 01 MWF 11:00 12:15 Instructor: Jacqueline Hidalgo

REL 227 Utopias and Americas Crosslistings: REL 227/LATS 227/AMST 227/ENVI 227
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? This course considers the relationship between 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 on particular examples of utopianism in the U.S.A. We will attend to particular instances of utopian social dreaming that re-imagine time, space, environment, gender, family, education, and power. 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.
Class Format: seminar Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 19 Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Jacqueline Hidalgo

REL 229 Reel Jesus: Reading the Christian Bible and Film in the U.S.A. (W)
Crosslistings: REL 229/AMST 229
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.
Class Format: lecture/discussion Requirements/Evaluation: evaluation based on participation, short writing exercises (including three 1-pg film analyses and three 1-pg text analyses), one 3-pg analytical essay that will also be revised, a 6-pg synthetic midterm essay, and a final 10-pg review essay Prerequisites: none Enrollment Limit: 19 Expected Class Size: 12
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
LEC Instructor: Jacqueline Hidalgo

REL 231 The Origins of Islam: God, Empire and Apocalypse Crosslistings: REL 231/HIST 209
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/Evaluation: one 5-page paper, self-scheduled final, and a final research project Prerequisites: none; open to all Enrollment Limit: 30 Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not Offered Academic Year 2016
LEC

REL 235(F) The Qur'an and Literature Crosslistings: COMP 235/ARAB 235/REL 235
This course explores the rich and multifaceted relationship between the Qur'an and literature from several different perspectives. The first part of the course will examine Qur'anic stylistics through primary readings in translation and scholarship on the question of whether the Qur'an is literature. Readings will consider how the Qur'an sheds light on the category of literature through attention to such features as sound, figurative language, and genre. Students will also discover what the Qur'an has to say about poets and stories. We will then turn to the classical discourse on Qur'anic inimitability (*i`jaz al-Qur'an*), with an emphasis on stylistic/rhetorical inimitability and its relationship to Arabic literary theory. We will make use of recent translations of *i`jaz* treatises, manuals of literary criticism, and historical readings on the status of the Qur'an in early Islamic history. Finally, we will read a selection of later literature that takes up Qur'anic themes and language in Islamic history, in order to explore questions of intertextuality, rewriting, and the guises that commentary can take.
Class Format: seminar Requirements/Evaluation: 2 papers (5-7 pp., 8-10 pp.), short response papers, class participation Enrollment Limit: 40 Expected Class Size: 15
Enrollment Preferences: Comparative Literature majors, Arabic Studies majors
Distribution Notes: meets Division 1 requirement if registration is under COMP or ARAB; meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Rachel Friedman

REL 237(S) Religion, Politics, Culture: Islam in the United States (D) Crosslistings: REL 237/AMST 237/AFR 237
Malcolm X is likely the most prominent and influential Muslim figure in the history of the United States. His story represents two fundamental themes in the history of Islam in America: conflict between Muslims over what is "authentic" or "orthodox" Islam; and the ways that American history, politics, and culture determine the contours of "American Islam". This course will explore these two themes through an array of topics in the history of American Islam. In so doing, we will examine the complex relation between religion, politics, and culture in the United States. Beginning with the story of Malcolm X, the Nation of Islam, and other African-American Muslim movements, we will try to understand: What made Islam so appealing to millions of African-Americans throughout the 20th century? And were these genuinely "religious" and "Islamic" movements, or just racial/political "black nationalist" movements in the guise of religion? What counts as legitimately "Islamic", and who gets to decide? We will then move into the latter half of the 20th century and the post-9/11 debates over authentic Islam. What happened to American Muslim communities and organizations after the waves of post-1965 immigration from Muslim countries? How have debates about Muslim identity shifted over time, from being configured in terms of black separatism, to transnational/diasporic identity, to the attempts at articulating an indigenous "American-Muslim" identity? How have national narratives around 9/11 and the "War on Terror" impacted these debates over identity and "true Islam"? And how have these debates intersected with gender, racial, and ethnic politics?
Throughout the course, we will be studying historical and anthropological material, autobiographies, novels, documentaries, films, and social media. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and age.
Class Format: seminar Requirements/Evaluation: in-class participation and presentations; 3 short essays; final project Prerequisites: none Expected Class Size: 12 Enrollment Preferences: none
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Zaid Adhami

REL 239(F) The Modern Middle East (D) Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/L
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam **Prerequisites:** none; open to all **Enrollment Limit:** 40 **Expected Class Size:** 30-40 **Enrollment Preferences:** completion of course admission survey if overenrolled **Distribution Notes:** meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses

Fall 2015
LEC Section: 01 MWF 11:00 12:15 Instructor: Magnus Bernhardsson

REL 242 Women, Gender, and Sexuality in Islam **Crosslistings:** REL 242/ARAB 242/WGSS 242
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.
Class Format: seminar **Requirements/Evaluation:** active class participation (including a presentation on the reading materials), short weekly reflections, and one final research paper (10-15 pages) **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Saadia Yacoob

REL 243(S) Islamic Law: Past and Present **Crosslistings:** REL 243/ARAB 243/HIST 302
From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette.
The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.
Class Format: seminar **Requirements/Evaluation:** weekly responses, four 2- to 3-page essays **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** majors
Distributional Requirements: Division 2
Other Attributes: HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Saadia Yacoob

REL 244(F) Mind and Persons in Indian Thought **Crosslistings:** REL 244/ASST 244
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.
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and participation, three short essays (6 pages) **Prerequisites:** prior exposure to Buddhism or philosophy, or permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** selection based on the basis of relevant background
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 M 07:00 09:40 Instructor: Georges Dreyfus

REL 245 Tibetan Civilization (D) **Crosslistings:** REL 245/ASST 247
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 Tibetan cultural and the tragic cross-cultural misunderstandings that threaten its integrity, is part of the Exploring Diversity Initiative.
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and participation, three 6-page essays **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 30
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASST Interdepartmental Electives GBST South + Southeast Asia Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Georges Dreyfus

REL 246T(F) India's Identities: Religion, Caste, and Gender (D) (W) **Crosslistings:** REL 246/ANTH 246/WGSS 246/ASST 246
This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions — Hindu/Muslim, rich/poor, high caste/outcaste, male/female? What are the historic roots and ongoing causes that produce structural violence around these axes of difference? We pay particular attention to key moments (Partition, communal riots in Gujarat in 2003, Hyderabad in 1990, Delhi in 1984), and places (Punjab, Bengal, Jammu &b Kashmir) for our analysis of how religion, gender, and caste intersect to produce a landscape of communal violence, social hierarchy, and fragmented subjectivity in India today. We are as interested in discourses and practices that shore up these binaries as well as the third terms that attempt to transcend or diffuse them. For instance, we look at hoe Buddhism is and is not a middle path between Hindu/Muslim conflict in Indian Kashmir and how a third sex is and is not a middle term that transcends the gender binary of male/female. Our course readings include ethnographic, sociological, and historical analyses, oral histories, and more popular media that attempt to explain India's diverse and fragmented society. This course fulfills the Exploring Diversity Initiative by theorizing the ways that difference has been used to effect profound historical, social, and individual changes in India.
Class Format: tutorial **Requirements/Evaluation:** weekly writing assignments and tutorial attendance every week **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2015
TUT Section: T1 TBA Instructor: Kim Gutschow

REL 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) (W) **Crosslistings:** REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248
This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions—-India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam—-as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross-cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.
Class Format: seminar **Requirements/Evaluation:** the course has weekly writing, more than 20 pages total, and there is student-faculty feedback every week including a week dedicated to a one-one writing feedback session between student and instructor **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health PHLH Reproductive, Maternal and Child Health WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
SEM Instructor: Kim Gutschow

REL 250 Scholars, Saints and Immortals: Virtue Ethics in East Asia (D) **Crosslistings:** REL 250/ASST 250
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.

Class Format: lecture/discussion **Requirements/Evaluation:** active participation, short writing assignments, midterm, and a take-home final exam **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** Religious Studies and Asian Studies majors
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Jason Josephson

REL 251 Zen Buddhism: History and Historiography **Crosslistings:** REL 251/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.*
Class Format: lecture/discussion **Requirements/Evaluation:** participation in class discussion, short response papers (2-3 pages), a mid term exam, and a take-home final exam **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** Religion and Asian Studies majors
Distributional Requirements: Division 2
Other Attributes: ASST Interdepartmental Electives GBST East Asian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Jason Josephson

REL 253 Spiritual Crossroads: Religious Life in Southeast Asia (D) **Crosslistings:** ANTH 233/ASST 233/REL 253
No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.
Class Format: seminar **Requirements/Evaluation:** midterm, short essays, term paper **Prerequisites:** none; open to non-majors **Enrollment Limit:** 19 **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST South + Southeast Asia Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Peter Just

REL 255(S) Buddhism: Ideas and Practices **Crosslistings:** REL 255/ASST 255/ANTH 255
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 examining 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 shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, 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 a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and active participation; two essays **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none
Distributional Requirements: Division 2

Spring 2016
LEC Section: 01 MWF 08:30 09:45 Instructor: Georges Dreyfus

REL 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (D) (W) **Crosslistings:** REL 256/WGSS 256/ANTH 256/ASST 256
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.
Class Format: seminar **Requirements/Evaluation:** two midterm papers, weekly GLOW participation, final research papers, and class participation **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Stdies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ASST Interdepartmental Electives GBST East Asian Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
SEM Instructor: Kim Gutschow

REL 257 Tibetan Buddhism: Embodying Wisdom and Compassion
We begin by considering the basic ideas and practices of Tibetan Buddhist traditions and the ways in which the ideals of wisdom and compassion have shaped Tibetan culture. We then proceed to examine particular aspects of the tradition such as the role of the teacher or lama and his or her various manifestations, from the exotic figure of the tantric guru to that of the Dalai Lama, a charismatic world teacher engaged in both religious and political affairs. We also examine a wide range of lay and monastic practices, from the life of large monasteries and their unique culture to the practices of nuns and lay people. Throughout this course, we consider not just the variety of exoteric practice forms but also the esoteric tantric tradition that pervades Tibetan life. We examine the various meditative practices that revolve around this profound and often misunderstood tradition. In doing so, we do not consider tantra as just a set of strange practices sometimes revolving around sex and violence. Rather we examine how it manifests a philosophy of embodiment that has profound implications for thinking about who we are as human beings.
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and participation, two essays **Prerequisites:** none **Enrollment Limit:** 25
Distributional Requirements: Division 2

Not Offered Academic Year 2016
LEC Instructor: Georges Dreyfus

REL 258(S) The Rhetoric(s) of Black Religious Traditions **Crosslistings:** AFR 258/REL 258
This course will introduce students to the rich religious expressions of Black Americans through their rhetorical traditions. We will begin with a survey of rhetorical productions like sermons, music, and other forms of public address in the historical literatures on Black religions. Our review will yield some of the primary themes of Black religious experiences—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 commodification alter rhetorical practices.
Class Format: lecture **Requirements/Evaluation:** evaluation in this course will be based upon class participation, response papers, one 8¿page paper, and a formal group presentation **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** none
Distributional Requirements: Division 2

Spring 2016
LEC Section: 01 TF 02:35 03:50 Instructor: VaNatta Ford

REL 259(F) Ethics of Jewish American Fiction (W) **Crosslistings:** REL 259/ENGL 259/JWST 259
After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?
Class Format: seminar **Requirements/Evaluation:** class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 18 **Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and English majors **Distribution Notes:** meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement is registration is under ENGL **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Jeffrey Israel

REL 260 History of the Book **Crosslistings:** CLAS 200/ASST 200/HIST 392/REL 260/COMP 280
From ancient clay tablets, bamboo strips, and papyrus rolls to modern hardbacks, paperbacks, and e-readers, no object has so broadly and deeply represented the capacity for humans to create, preserve, and transmit knowledge, information, and ideas as the book. Books have been worshiped and condemned, circulated and censored, collected and destroyed. From works of art to ephemeral trash, they have been public and private, sacred and profane, magical and commonplace. Likewise, notions of the book have influenced every subsequent form of communication and transmission, whether we are browsing film and song "libraries" or "scrolling" down "pages" on the web. This course will explore aspects of the material, social, cultural, and intellectual history of the book, from the invention of the earliest writing systems through the modern development of digital media. Our inquiry will span the globe and the millennia, but we will pay special attention to the ancient and medieval Chinese, Greek, and Latin traditions and their enduring influence in the modern world. Topics will include orality and literacy, manuscript production, the invention and spread of printing, typography, reading culture, notions of authorship, libraries and collections, censorship, and the digital book. Through a variety of readings, hands-on exercises, and interactions with our abundant library resources, we will investigate how the changing form and function of the book interact across its long and diverse history. *All readings are in translation*.
Class Format: seminar **Requirements/Evaluation:** class participation, short written assignments, and a final project **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** none **Distribution Notes:** meets Division 1 requirement if registration is under CLAS or COMP ; meets Division 2 requirement if registration is under ASST, HIST or REL
Distributional Requirements: Division 1
Other Attributes: HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM Instructor: Edan Dekel

REL 261(S) Rastafari: Dread, Politics, Agency Crosslistings: AFR 299/PSCI 233/REL 261
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.
Class Format: lecture Requirements/Evaluation: attendance and participation, weekly reading e-response papers, two short essays, and a group lyrics and politics final project
Prerequisites: none; open to all Enrollment Limit: 25 Expected Class Size: 25
Enrollment Preferences: Africana Studies concentrators and majors in Political Science and Religion Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Neil Roberts

REL 262T(F) Time and Blackness (W) Crosslistings: AFR 208/AMST 208/REL 262
The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, "Time and Blackness," we will explore how African American writers across a number of genres understand time. We will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from — and create —paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?
Class Format: tutorial Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing Prerequisites: none Enrollment Limit: 10
Expected Class Size: 10 Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2015
TUT Section: T1 TBA Instructor: James Manigault-Bryant

REL 265 Sacred Cinema: Black Religion and the Movies Crosslistings: AFR 316/REL 265/AMST 316
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.
Class Format: lecture/discussion Requirements/Evaluation: class participation and film viewings, film analyses, a Comic Life midterm project, and the completion of an original multimedia narrative Prerequisites: none Enrollment Limit: 13 Expected Class Size: 13
Enrollment Preferences: Africana Studies concentrators, Religion majors
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
LEC Instructor: Rhon Manigault-Bryant

REL 273(S) Heroes, Saints and Celebrity (W) Crosslistings: ANTH 222/REL 273
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.
Class Format: seminar Requirements/Evaluation: class participation, two short response papers, research paper, final exam Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Anthropology and Sociology majors
Distributional Requirements: Division 2 Writing Intensive

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: David Edwards

REL 274(F) The Body in Power Crosslistings: ANTH 299/REL 274
The thesis of this course is that ritual plays a crucial role not only in legitimizing and mobilizing political power, but also in determining whether people decide to act in defense of or dissent against the status quo. In the first part of the semester, we focus on the ways in which different cultures construct categories of inclusion and exclusion, safe and dangerous, while also creating rituals for ensuring the preservation of the dominant social order against all that is transgressive and undermining to those in power. Of particular importance to our discussion will be consideration of how the body is ritually mobilized as an instrument of persuasion and control. On this foundation, we move to a examination of how political rituals are used to undermine established orthodoxies, mobilize popular dissent, and bring down those on top. Among the topics to be discussed are the role of martyrdom and beheadings in the rise of the Islamic State, the use of symbols and ritual interventions in framing both sides of the abortion debate, and the expanding importance of social media in protests movements around the world. The final unit of the course will consider a current controversy (e.g., police violence against African-American men) in light of the concepts discussed during the semester.
Class Format: seminar Requirements/Evaluation: class participation, three short response papers, and one 10-12 page research paper Prerequisites: none Enrollment Limit: 19
Expected Class Size: 19 Enrollment Preferences: open to first years
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 MWF 11:00 12:15 Instructor: David Edwards

REL 281 Religion and Science
In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.
Class Format: seminar Requirements/Evaluation: full attendance and participation, two essays Prerequisites: none Enrollment Limit: 18 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Georges Dreyfus

REL 282(S) Religion and Capitalism (W) Crosslistings: PSCI 140/SOC 283/REL 282
Up through the 1960s it was popular to claim that the world was becoming increasingly and inevitably secular, with the development of modern capitalist social relations as a signature cause. Today the 'secularization thesis' is largely defunct. Instead one sees the vibrant return of religion to social, economic, and political prominence in most parts of the world—at the very same time we are experiencing through globalization and the information revolution the most dramatic economic advances in a century.
This course investigates the historical and contemporary relationship between culture and economics, religion and capitalism, in their most encompassing forms. In investigating this theme, our cornerstone will be Max Weber's famous argument from *The Protestant Ethic and the Spirit of Capitalism*. Along the way we will discuss both the origins of capitalist society as well as its more recent transformations through the rise of the welfare state, consumerism, and globalization. We will also discuss changes in religion under the influence of capitalism including romanticism, Pentecostalism, moralistic therapeutic Deism, and the 'God gap' between largely theist Africa, South and West Asia, and the Americas on the one hand and largely atheist Europe and East Asia on the other. The focus of the course is on Christianity in Western countries both historically and in the present, but we will spend time discussing religion (particularly Pentecostalism) and capitalism in the contemporary Global South as well.
Class Format: seminar Requirements/Evaluation: regular discussion questions, three 5- to 6-page papers, in-class paper workshops, 20- to 24-page final term paper incorporating earlier papers Prerequisites: none Enrollment Limit: 16 Expected Class Size: 14 Enrollment Preferences: open to first-years and sophomores only Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PSCI Comparative Politics Courses PSCI Political Theory Courses

Spring 2016
SEM Section: 01 MWF 11:00 12:15 Instructor: Darel Paul

REL 283(F) Medieval Islamic Medicine Crosslistings: HSCI 322/REL 283/ARAB 281
Medieval Islamic Medicine embodies both a medical tradition that deserves historical study in itself, and a relevant period of medical history with a deep impact on the development of the Western Medical Tradition. Paradoxically, while it is highly idealized, it has traditionally gained —and often still does today—a fleeting, superficial and outdated overview in the syllabi of history of medicine courses at medical schools, and only exceptionally has a well informed chapter been included in recent general works on history of medicine or Islamic studies. The aim of this course is to two-fold: first, to give students an overview of the Islamic medical tradition, outlining its origins and development both in the eastern and western lands of medieval Islamic civilization, and second, to develop students' critical skills in analyzing historical information as well as bibliography. Among other things, the course will consider the transmission and elaboration of Greco-Roman medical knowledge, the principles of medical theory and practice, the development of different genres of Islamic medical literature, their main authors, and their medical contributions.
Class Format: seminar Requirements/Evaluation: regular attendance and participation, two short papers, and a 10- to 15-page research paper Prerequisites: none Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: none
Distributional Requirements: Division 2
Other Attributes: PHLH Bioethics + Interpretations of Health

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Cristina Alvarez Millan

REL 285T Haunted: Ghosts in the Study of Religion (W)
Haunting offers a powerful way to speak about forces that affect us profoundly while remaining invisible or elusive. "What is it that holds sway over us like an unconditional prescription? The distance between us and that which commands our moves-or their opposite, our immobility-approaches us: it is a distance that closes in on you at times, it announces a proximity closer than any intimacy or familiarity you have ever known" (Avital Ronell, Dictations: On Haunted Writing [1986] xvi-xvii). The figure of the ghost has been developed by those seeking to grapple with the ongoing effects of modern slavery, colonialism, state-sponsored terrorism, the

holocaust, and personal trauma and loss. Building upon the insights about memory, history, and identity that haunting has been used to address, this course will challenge 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.
Class Format: tutorial; meeting in pairs, each student will either write and present a paper or respond to their partner's paper **Requirements/Evaluation:** two 1-page papers (written and presented), five 5-page papers, and five oral critiques (based on written notes) of their partner's paper; students will revise two papers **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Religion majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Denise Buell

REL 287 The Dynamics of Globalization: Society, Religion and the Environment (D)
Crosslistings: REL 287/ENVI 287
This course offers a theoretical reflection on the social, cultural and environmental dynamics of globalization and their consequences for the nature and place of religion. Rather than argue for or against globalization, we first examine the nature of this new configuration and its relation to (post)modernity, asking questions such as: What are the cultural and social dynamics of globalization? What are the effects on the nature of the state and the political practices that take place in the global world? What are its environmental consequences? We then shift to examining the role of religion, arguing that its renewed relevance is a function of the socio-cultural transformations that globalization brings about, particularly the loss of community and the increasing atomization of individuals. We conclude by examining some of the perspectives created by the new religious expressions that attempt to respond to this situation, from personal spiritual quests as manifested in interest in Buddhism, ecology or mountain climbing, to various forms of fundamentalism, such as Evangelicalism, the fastest growing religious movement in the Americas, and the most radical forms of Islamicism. Reading list: Harvey, *The Condition of Postmodernity*; Castells, *The Rise of the Network Society*; Bauman, *Globalization*; Kivisto, *Multiculturalism in a Global Society*; Casanova, *Public Religions in the Modern World*; Ortner, *Life and Death on Mt. Everest*; Matthews, *Global Cultura/ Individual Identity*; Shuck, *Mark of the Beast*; Roy, *Globalized Islam*.
Requirements/Evaluation: a class presentation and a research paper (15 pages)
Prerequisites: none **Enrollment Limit:** 22 **Expected Class Size:** 22 **Enrollment Preferences:** Religion majors and Environmental Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives GBST Economic Development Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Georges Dreyfus

REL 288(S) Embodiment and Consciousness: A Cross-Cultural Exploration
Crosslistings: REL 288/PHIL 288
This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.
Class Format: seminar **Requirements/Evaluation:** regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages) **Prerequisites:** some background in either PSYC, COGS, PHIL or permission of instructor **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** Religion and Philosophy majors
Distributional Requirements: Division 2
Other Attributes: COGS Interdepartmental Electives PHIL Contemp Metaphysics & Epistemology Courses

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructors: Georges Dreyfus, Joseph Cruz

REL 290T Explorations of the Afterlife (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*.
Class Format: tutorial **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Religion and Asian Studies majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Jason Josephson

REL 291(S) Religion and the American Environmental Imagination (W) **Crosslistings:** ENVI 291/REL 291/SOC 291
This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Drawing widely on both religious studies and the environmental humanities, we will examine the works of famous environmental thinkers such as Henry David Thoreau and Wendell Berry, as well as a number of lesser-known writers from non-Christian backgrounds. We will read these writers alongside recent scholarship on religion and ecology to understand how they were 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, with particular emphasis on agrarianism, wilderness preservation, and climate justice.
Class Format: seminar **Requirements/Evaluation:** a 15- to 18-page research paper and several shorter writing assignments **Prerequisites:** ENVI 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Environmental Studies majors and concentrators
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Nicolas Howe

REL 293 Religion, Play, and Politics
Is there a distinctive "play" element in human culture? If so, what should count as play? Some likely candidates may be: joking, games, festivals, fantasy, and leisure. What about the activities that we usually describe as "religious"? In this course we will investigate the relationship between religion and play. We will read from theorists in a wide variety of disciplines who have written about play: philosophers, sociologists, animal psychologists, anthropologists, and others. But we will pay particular attention to overlap in the study of play and the study of religion. We will ask, for instance: what is the play element in ritual, myth, and the devotional interpretation of texts? Is there something necessarily playful about the academic study of religion itself? Once we have investigated the relationship between religion and play, we will then consider the significance of this relationship for political thinking about religion. Perhaps we should respect religious diversity out of respect for the variety of ways that people want to play? How might a deeper understanding of play help us to address ongoing religious conflicts? We will read from Johan Huizinga, Brian Sutton-Smith, Gordon Burghardt, Victor Turner, Donald Winnicott, Bernard Suits, Sam Gill, Robert Bellah, Wendy Doniger, Friedrich Schiller, Hans-Georg Gadamer, Mikhail Bakhtin, Jacques Derrida, and others.
Class Format: lecture **Requirements/Evaluation:** three short papers (3-5pages) and one final research paper or project **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 30 **Enrollment Preferences:** Religion majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016
LEC

REL 296 The History of the Holocaust **Crosslistings:** HIST 338/JWST 338/REL 296
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.
Class Format: mostly discussion **Requirements/Evaluation:** 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) **Prerequisites:** none; open to first-year students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 20-25 **Enrollment Preferences:** History majors and Jewish Studies concentrators
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia JWST Core Electives

Not Offered Academic Year 2016
LEC Instructor: Alexandra Garbarini

REL 300 Dialectics and the Archaeology of Knowledge
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.
Class Format: seminar **Requirements/Evaluation:** regular participation and attendance, short writing assignments, class presentations, 10- to 15-page final paper **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Religion, Philosophy and Comparative Literature majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Jason Josephson

REL 301 Measuring Truth **Crosslistings:** MATH 300/HSCI 300/REL 301/SOC 300
We will examine specific case studies of measuring truth—the emergence of science and technology in American colleges and universities; the prevalence of scientific methods in social

science and humanities; the ways alternative methodologies in the humanities critique and historicize scientific approaches to reaching truth; and the possible tension between scientific modes of thinking and the aims of the liberal arts.
Class Format: seminar **Requirements/Evaluation:** five 2-page papers and a final 15-page paper **Prerequisites:** any 200-level course **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** at the discretion of the instructors **Distribution Notes:** meets Division 3 requirement if registration under MATH; meets division 2 if registration under AFR, HSCI, REL or SOC **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 3

Not Offered Academic Year 2016

REL 302T **Philosophy of Religion (W)** **Crosslistings:** PHIL 281/REL 302
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 will examine the relationship between god and morality. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, Freud, Marx, and several contemporary philosophers.
Class Format: tutorial; students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing **Requirements/Evaluation:** each student will write a 5- to 6-page paper every other week and comment on his or her tutorial partner's paper in alternate weeks **Prerequisites:** one PHIL course or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current and prospective Philosophy majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL History Courses

Not Offered Academic Year 2016
TUT Instructor: Melissa Barry

REL 303(F) **A History of Islam in Africa** **Crosslistings:** HIST 303/REL 303/AFR 303/ARAB 303/GBST 303
This course examines the history of Islam in Africa from the seventh century to the present. We will start off by looking at the spread of Islam in different parts of Africa. We will then analyze the social, political, economic, and cultural impact of Islam on African societies, the interaction between Islam and indigenous African institutions, the Islamic revolutions in the nineteenth century, the impact of European colonial rule on Muslim societies, and the development of Islam in the post-independence period. We will also examine how African Muslims reconstructed and asserted their religious identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms, and formal and informal religious festivals. By the end of the semester students should be able to appreciate Islam's common framework as well as its diversity and dynamics within that larger framework and over time.
Class Format: seminar **Requirements/Evaluation:** two 7-page papers and one 12- to 15-page paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** lottery
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives HIST Group A Electives - Africa

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Kenda Mutongi

REL 304 **From Hermeneutics to Post-Coloniality and Beyond (D)** **Crosslistings:** REL 304/COMP 344
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.*
Class Format: lecture/discussion **Requirements/Evaluation:** full attendance and participation and three essays (6 pages) **Prerequisites:** some familiarity with philosophy and/or theory is recommended **Enrollment Limit:** 18 **Expected Class Size:** 18
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Critical and Cultural Theory Electives ASST Interdepartmental Electives ENGL Criticism Courses

Not Offered Academic Year 2016
LEC Instructor: Georges Dreyfus

REL 306 **Feminist Approaches to Religion (D) (W)** **Crosslistings:** REL 306/WGSS 307
What does feminist theory have to offer the study of religion? How have participants in various religious traditions helped to produce and enact feminisms? Feminisms and religion have a long though often troubled history of interconnection. In this course, we shall explore a range of feminist theoretical analyses that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. We shall consider how conflicts within feminism—especially those pertaining to issues of sexuality, race, class, nationality, ethnicity, and religious affiliation—make a difference for the ways that religion is interpreted and practiced.
Class Format: seminar **Requirements/Evaluation:** one "position paper" for class discussion (3 pages), one analytical essay (4 pages), participation in writing workshop on drafts of final papers, one 15-page final paper **Prerequisites:** none; open to all **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Religion and Women's, Gender and Sexuality Studies majors
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: WGSS Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Denise Buell

REL 307 **Thinking Gods: Cognitive Theories of Religion**
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.
Class Format: seminar **Requirements/Evaluation:** active participation, class presentations, short writing assignments, and a take-home final exam **Prerequisites:** REL 101 or permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Religion majors and Cognitive Science concentrators
Distributional Requirements: Division 2
Other Attributes: COGS Related Courses

Not Offered Academic Year 2016
SEM

REL 309(F) **Scriptures and Race** **Crosslistings:** REL 309/AFR 309/LATS 309
This course focuses on the relationships between constructions of race in the post-1492 American world and "Christian scriptures." The big questions of the course examine the ways that contestations of power are intertwined with the making of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, and yet their conceptualization has often been embroiled in the hopes and traumas of everyday life in the Americas. 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, their communities, and their relationship to religious and racial "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 and lived experiences of race have informed the concept of scriptures as well as practices of scriptural interpretation.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation based upon participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final essay **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15
Distributional Requirements: Division 2
Other Attributes: LATS Core Electives

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Jacqueline Hidalgo

REL 310(F) **Womanist/Black Feminist Thought** **Crosslistings:** AFR 310/REL 310/WGSS 310/AMST 309
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20
Enrollment Preferences: Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2015
LEC Section: 01 M 07:00 09:40 Instructor: Rhon Manigault-Bryant

REL 311 **Black Ministerial Imaginations: Griots, Athletes, and Maestros** **Crosslistings:** AFR 311/REL 311
In one of the most memorable lines from the classic Souls of Black Folk, W. E. B. Du Bois described the Black minister as "the most unique personality developed on U. S. soil." This course will draw from Du Bois's social-psychological portrait of the minister to explore how the ministerial personality appears across a number of social arenas beyond the religious sphere, including politics, sports, and music. We will investigate the complex social dynamics of race and gender surrounding Black ministerial expressions, such as Barack Obama's campaign for the U.S. presidency; Mike Singletary's career as a Hall of Fame linebacker for the Chicago

Bears, motivational speaker, and Head Coach for the San Francisco 49ers; and John Coltrane's "A Love Supreme."
Class Format: discussion **Requirements/Evaluation:** evaluation will be based upon class participation, a few short papers, and a final research paper **Prerequisites:** none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators **Dept. Notes:** 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
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: James Manigault-Bryant

REL 314(S) Racial and Religious Mixture (D) (W) **Crosslistings:** LATS 427/REL 314/AMST 327/AFR 427
The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies. Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this EDI course investigates the ways that knowledge about mixture and difference have been critically constructed and transformed.
Class Format: seminar **Requirements/Evaluation:** evaluation based on participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a 20- to 25-page research paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** seniors, concentrators, majors, those with prior relevant coursework
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2016
SEM Section: 01 M 07:00 09:40 Instructor: Jacqueline Hidalgo

REL 315 The Sociology of Black Religious Experience **Crosslistings:** AFR 305/REL 315/SOC 305/AMST 305
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.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, 2-3 short papers, and a final research paper **Prerequisites:** none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Africana Studies concentrators and Anthropology/Sociology majors **Dept. Notes:** 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
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: James Manigault-Bryant

REL 317 Disenchantment, Modernity, and the Death of God
A great many theorists have argued that the defining feature of modernity is the departure of the supernatural. They often argue that magic, religion, and some sense of cosmic significance have been replaced by technology, calculation, and bureaucratic protocol. This course will be driven by one question: Are they right? Put differently: Do cities and computers generate their own type of magic? Is God in fact dead? Religion clearly has not vanished, but has it become less authentic? Does the dissolution of Christian ethics produce nihilism or the positive revaluation of values? Does capitalism turn everything into a commodity or does it commercialize wonder? Does modernity mean alienation from nature, a withering of social community, the end of art, and a rejection of history, or is it humankind's liberation from the dogmas of the past? Will science and reason ultimately sweep away belief in ghosts, angels, and demons, or will we always be haunted?
Students will read the major theorists of secularization, modernization, and disenchantment and will conduct independent research projects on various modern attempts to revive magic and re-enchant the world. Students will be instructed in the use physical and digital archives for original primary text research. Possible topics for student exploration are vast and include: occult sciences and new religious movements such as the Golden Dawn, Spiritualism, Theosophy, Voodoo, Neo-paganism, Wicca; and various artistic movements including Symbolism and Surrealism—all of which promised to supply antidotes to the meaninglessness of the modern age. Authors to be read may include: Nietzsche, Novalis, Comte, Max Weber, Tonnies, Walter Benjamin, Bernard Stiegler.
Class Format: seminar **Requirements/Evaluation:** regular attendance and participation, short weekly reflection papers, and a 15- to 20-page research paper **Prerequisites:** not open to first year students **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Religion majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Jason Josephson

REL 318 California: Myths, Peoples, Places (W) **Crosslistings:** LATS 318/AMST 318/REL 318/COMP 328/ENVI 318
"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."
Class Format: seminar **Requirements/Evaluation:** this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** none **Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Jacqueline Hidalgo

REL 326T Queer Temporalities (W) **Crosslistings:** REL 326/LATS 426/WGSS 326/COMP 326
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 Mu&#241oz) 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 Mu&#241oz 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.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on class attendance, analytical essays, responses, and revised essays **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** 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 **Distribution Notes:** meets Division 2 requirement if registration is under REL, LATS or WGSS; meets Division 1 requirement if registration is under COMP **Extra Info:** Pairs will meet with the instructor 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.
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LATS Core Electives

Not Offered Academic Year 2016
TUT Instructor: Jacqueline Hidalgo

REL 327 Theory after Postmodernism: New Materialisms and Realism **Crosslistings:** REL 327/COMP 327
Since the 1970s much of the academy has labored under a particular form of linguistic skepticism (often called postmodernism or poststructuralism) that is directed at the destruction of stable conceptions of subjectivity and meaning. It is often said that everything is a text and that all knowledge is power. But just as the typewriter has given way to the computer and disco to dubsteb, as we exit postmodernity new philosophies are appearing on the conceptual horizon.
This course will layout this challenge to postmodernism by exploring the work of cutting edge theorists in French and American movements known as new materialism, speculative realism, and actor-network theory. Often drawing on work in ecology, feminism, science studies, neuroscience and complexity theory, these thinkers aim to reclaim knowledge of the real world, to suture the separation between the sciences and the humanities, and to overturn what they see as the dualism between matter (as dead or inert) and mind (as the locus of life and agency). By so doing, they claim to empower the object-world and dethrone humanity from the center of philosophy. Thinkers to be considered may include: Karen Barad, Jane Bennett, Bruno Latour, Catherine Malabou, Quentin Meillassoux and Bernard Stiegler.
While the relevance of these movements to the study of religion will be discussed, this course is intended for students of any major who wish to study critical, political, or philosophical theory.
Class Format: seminar **Requirements/Evaluation:** regular participation and attendance, regular short writing assignments, 10- to 15-page final paper **Prerequisites:** none, although prior coursework in critical theory, political theory, or continental philosophy is strongly recommended **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Religion, Philosophy and Comparative Literature majors **Distribution Notes:** meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Jason Josephson

REL 328 Witchcraft **Crosslistings:** HIST 328/REL 328
A wide variety of human cultures have accepted the existence of the supernatural, the reality of

magic, and the possibility of magical transgression. Among the most common supernatural crimes is witchcraft, which societies can invoke to explain natural disasters and disease, and to blame these occurrences on specific individuals, often social outcasts. Witchcraft became a particular focus of fear and fascination in Early Modern Europe, when inquisitors, theologians and many ordinary people came to believe that Western Christendom was threatened by a vast, covert conspiracy of witches in league with the devil. Countless "witches"—most of them women—were accordingly tried, tortured and sometimes even executed. Our course will examine these bizarre events and consider what religious, cultural and intellectual factors might help explain them. We will begin by investigating the medieval legal and theological developments that enabled and encouraged the persecution of witches, and go on to study some of the most important and sensational witch trials of the later medieval and early modern periods. Throughout, we will encounter many strange and intriguing documents produced by the inquisitors who persecuted witches, the scholars who imagined their activities, and the laws that defined their crimes. No prior experience with European history is required for this seminar, which will emphasize thoughtful writing and discussion.
Class Format: seminar **Requirements/Evaluation:** weekly 500-word essays and one class presentation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25
Enrollment Preferences: History and Religion majors
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM Instructor: Eric Knibbs

REL 330 Modern Jewish Political Theory (W) Crosslistings: REL 330/PSCI 375/JWST 492
By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst bourgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.
Class Format: seminar **Requirements/Evaluation:** six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 18 **Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track **Extra Info:** a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives

Not Offered Academic Year 2016
SEM Instructor: Jeffrey Israel

REL 332(F) Islamic Feminism Crosslistings: REL 332/WGSS 334/ARAB 332
This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses so such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.
Class Format: seminar **Requirements/Evaluation:** weekly responses, four 2- to 3-page essays **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Saadia Yacoob

REL 334(S) Imagining Joseph (W) Crosslistings: ANTH 334/COMP 334/JWST 334/REL 334
Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.
Class Format: seminar **Requirements/Evaluation:** 3- to 5-page weekly response papers; 15-page final paper; class participation **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** based on responses to a questionnaire
Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: JWST Core Electives

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Peter Just

REL 337 Zen and Philosophy: The Kyoto School and its Legacy in Japanese Thought Crosslistings: REL 337/ASST 337/COMP 337
Popularly regarded as the most important philosophical movement in modern Japanese history, the Kyoto School creatively marshaled the resources of Buddhism to address the impasses of Western philosophy to startling effect. Although the members of the Kyoto School were not all of one mind, their shared aims were ambitious: to bridge the dualism between subject and object, to overcome nihilism, to explore the implications of absolute nothingness, and to surmount what they saw as the chasm between Japanese and European thought. After providing some brief background in Japanese Buddhism, we will read the writings of the core thinkers of the Kyoto School: Nishida Kitaro, Tanabe Hajime, Nishitani Keiji, and some of their later protégés. Thematically, we will explore issues in ethics, epistemology, phenomenology, metaphysics, and the philosophy of religion; and demonstrate the continued relevance of their insights in these areas. Finally, we will reflect on the group's engagement with Japanese nationalism. *All readings will be in translation*.
Class Format: seminar **Requirements/Evaluation:** regular participation and attendance, regular short writing assignments, 10- to 15-page final paper **Prerequisites:** none, but previous coursework in Religion, Comparative Literature, Political theory, and/or Philosophy is strongly recommended **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Religion, Asian Studies, and Comparative Literature majors **Distribution Notes:** meets Division 2 requirement if registration is under REL or ASST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Jason Josephson

REL 346(S) Islam and Anthropology Crosslistings: ANTH 346/REL 346/ARAB 280/ASST 346
If anthropology has helped to define Islam in global thought, Islam has returned the favor, holding a critical mirror to the anthropological endeavor perhaps more than any other traditional "object" of study. This course examines anthropological studies of Islamic societies for what they teach us both about Islam and about anthropology. We begin with foundational social theorists whose studies of religious phenomena helped give rise to the field of anthropology of religion. We then survey influential efforts to construct "ideal-type" models of Muslim society based on anthropological and historical knowledge, alongside efforts to critique, historicize, and redirect the model-building project (notably by Talal Asad and Edward Said). The second half of the course is devoted to ethnographies that explore, from a variety of perspectives and in several regions (Morocco, India, Egypt, Syria), questions of human agency, hierarchy and resistance, and Islam as discursive resource, ethical project, and embodied community.
Class Format: seminar **Requirements/Evaluation:** weekly postings, one 5-page paper, one 10-page paper, discussion leading **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** juniors and seniors, Anthropology, Sociology or Religion majors
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Joel Lee

REL 397(F) Independent Study: Religion
Religion independent study.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Neil Roberts

REL 398(S) Independent Study: Religion
Religion independent study.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Neil Roberts

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. Topic for 2015-16: Religion and Globalization.
Requirements/Evaluation: class reports, papers, and substantial research projects
Prerequisites: senior Religion major or permission of instructor **Enrollment Limit:** 15
Expected Class Size: 15
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Georges Dreyfus

REL 405 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W) Crosslistings: HIST 410/ARAB 410/JWST 410/REL 405
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.
Class Format: seminar Requirements/Evaluation: 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 HIST or courses on the Middle East Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: History majors, Jewish Studies concentrators, Arabic Studies majors, and other students with a strong background in Middle East studies Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group E Electives - Middle East HIST Group P Electives - Premodern JWST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: Magnus Bernhardsson

REL 493(F) Senior Thesis: Religion
Religion senior thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Neil Roberts

REL 494(S) Senior Thesis: Religion
Religion senior thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Neil Roberts

REL 497(F) Independent Study: Religion
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Neil Roberts

REL 498(S) Independent Study: Religion
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Neil Roberts

ROMANCE LANGUAGES (Div. I)

Chair, Professor KASHIA PIEPRZAK

Professors: BELL-VILLADA, FOX, FRENCH, PIEPRZAK, ROUHI. Associate Professors: MARTIN**.Visiting Professor: NICASTRO. . Assistant Professor: CURULLA**. Visiting Assistant Professors: BROWN, BALGUERIE, ,MARTINEZ-RAGUSO, RINGER-HILFINGER, SAINT-JUST. Lecturer: DESROSIERS. Teaching Associates: ÁLVAREZ, BELTRÁN, ROBERTS.

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. You can find general study away guidelines for French here.

RLFR 101(F) 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. *Conducted in French.*
Class Format: the class meets five hours a week Requirements/Evaluation: evaluation in both semester-long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams Prerequisites: none; for students who have taken less than two years of high school French Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: first- and second-year students and those with compelling justification for admission Extra Info: students registered for RLFR 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLFR 101 and 102) are taken
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Katherine Brown

RLFR 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.*Conducted in French.*
Class Format: the class meets five hours a week Requirements/Evaluation: evaluation in both semester-long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams Prerequisites: none; for students who have taken less than two years of high school French Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: first- and second-year students and those with compelling justification for admission Extra Info: students registered for RLFR 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLFR 101 and 102) are taken
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Valentine Balguerie

RLFR 103(F) Intermediate Studies in French Language and Francophone Cultures
This first-semester intermediate course builds on RLFR 101-102, with added focus on French-speaking cultures around the globe. The course prepares students for future study in French by increasing comprehension and communication skills, by refining lexical and cultural awareness, and by improving reading and writing. Daily work involves an expanded review of core grammatical structures and an exploration of various media, including film, music, and print. *Conducted in French.*
Class Format: lecture four hours a week with the professor, plus a fifth hour conference meeting with the French Teaching Assistants Requirements/Evaluation: active class participation, online workbook exercises, compositions (2 drafts), weekly quizzes, midterm, and final examination Prerequisites: RLFR 101-102 or examination placement Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: first- and second-year students and those with compelling justification for admission Dept. Notes: students should seriously consider taking RLFR 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
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Valentine Balguerie
LEC Section: 02 MWF 10:00 10:50 TR 09:55 11:10 Instructor: Valentine Balguerie

RLFR 104(S) Intermediate French II: Intermediate Studies in French Language and Francophone Culture
As a continuation of RLFR 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. *Conducted in French.*
Class Format: class meets three hours a week plus a fourth conference hour with French teaching associates Requirements/Evaluation: class participation, short papers, oral class presentations, quizzes and exams Prerequisites: RLFR 103; this course is primarily for continuing RLFR 103 students; students who have placed at the advanced intermediate level on the placement exam should register for RLFR 105 Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: continuing 103 students and potential French majors Dept. Notes: after successfully completing RLFR 104, students may register for RLFR 201 Extra Info: not available for the fifth course option
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Sophie Saint-Just
CON Section: 02 W 01:10 02:00 Instructor: Sophie Saint-Just

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. The theme of love will serve as a common thread to texts by various authors from different countries and time periods. We will explore key myths and practices linked to national identity in France, Vietnam, the French Caribbean, Francophone West Africa and North Africa by placing these texts in their social and historical contexts. Topics of discussion will include: What is the function of tales? How is a national identity constructed? What does it mean to be French (today)? Which are contemporary topics in the Francophone world? (How) Does writing give legitimacy to decentralized voices? *Conducted in French*.
Class Format: lecture/conference Requirements/Evaluation: class participation, short papers, presentations, quizzes and response papers, filmed debate Prerequisites: RLFR 103, or examination placement Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: students continuing their French studies at Williams and first- and second-year students Extra Info: not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Sophie Saint-Just
CON Section: 02 W 01:10 02:00 Instructor: Sophie Saint-Just
LEC Section: 03 TR 11:20 12:35 Instructor: Sophie Saint-Just
CON Section: 04 W 02:10 03:00 Instructor: Sophie Saint-Just

RLFR 106 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*.
Class Format: lecture/seminar Requirements/Evaluation: active class participation, weekly online postings, three short papers, an oral presentation or cooking demonstration, final examination Prerequisites: RLFR 105, or by French placement exam, or permission of instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French majors and those with compelling justification for admission
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Annelle Curulla

RLFR 107(S) Advanced Conversation in French: The Culture of Fashion
This course is designed to develop advanced students' skills in spoken French while learning about French and Francophone cultures. Students will increase vocabulary and fluency through interactive discussions and short presentations, and will improve their pronunciation, listening comprehension, and writing skills through the exploration of a variety of materials: short texts and newspaper articles, television and movie clips, songs, and images. Specifically, this course will consider the importance of fashion as a form of cultural and personal expression. Throughout French history, fashion has served to indicate social status, gender identity, national identity, religious identity, and political engagement. In this course, we will discuss the culture of fashion (and fashion as culture) in France and the Francophone world. *Conducted in French*.
Class Format: seminar Requirements/Evaluation: active class participation, oral presentations, short writing assignments, quizzes and tests Prerequisites: RLFR 105 or 106; or by placement test; or permission of the instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French majors and certificate students; students who have completed RLFR 105 or 106; and those with compelling justification for admission
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Katherine Brown
CON Section: 02 W 02:10 03:00 Instructor: Katherine Brown

RLFR 201 The Voice and the Book: Studies in Medieval and Early Modern 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 medieval and early modern 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*.
Class Format: lecture/seminar Requirements/Evaluation: active class participation, weekly online postings, three short papers, recitation, micro-performance, and final examination Prerequisites: RLFR 105, or by French placement exam, or permission of instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French majors and those with compelling justification for admission
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Annelle Curulla

RLFR 202 War and Resistance: Two Centuries of War Literature in France, 1804-2004
Crosslistings: RLFR 202/WGSS 201
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.*
Class Format: seminar Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper Prerequisites: exceptional performance in RLFR 105; strong performance in RLFR 106 or 107; successful performance in RLFR 201 or 203; or by French placement exam; or by permission of instructor. Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Brian Martin

RLFR 203 Introduction to Francophone Studies (D) Crosslistings: RLFR 203/AFR 204
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 Chraibi (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*.
Class Format: seminar Requirements/Evaluation: active class participation, informal response papers, two short papers, and final paper Prerequisites: RLFR 105 or above or results of the College Placement Examination, or permission of instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French majors or certificate candidates, and Africana Studies concentrators Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: GBST African Studies Electives GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Katarzyna Pieprzak

RLFR 204(F) Intro to French Literature: French Drama from Classicism to the Theatre of the Absurd
What can we learn about French society through its theater? This course proposes to examine the evolution of French plays from the 17th to the 20th century within their political, social and cultural contexts. Readings plays by Molière, Beaumarchais, Musset, Anouilh, Becket and Ionesco will allow students to see how the theater as a genre engages the public through self-reflection and analysis. Readings will be complemented by theoretical texts and film versions of the plays.
Questions regarding the nature of the play itself (dramatic structure), the role of space and the role of language, the importance of acting and the public's involvement will be examined and will evolve, into a mini staging of our own.
Class Format: seminar Requirements/Evaluation: one short response paper weekly; 2 short essays and one final paper Prerequisites: RLFR 105 or permission of instructor
Enrollment Preferences: open to those who have completed RLFR 105, 107 or a 200 level course; if overenrolled, preference will be given to French majors
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Nicole Desrosiers

RLFR 205 France Noire
In this course we will study the lives and times of a variety of people who self-identify and are identified as "Black" or *"Noir*," people for whom France has been (and continues to be) a site of exile, immigration, and a contested home. How have understandings of "blackness," "race," and belonging diverged and converged for people of African descent throughout France's changing political history? How has the Black diaspora in France impacted French ideas of nation, identity and citizenship? We will examine these questions through literature and film from the 19th and early 20th centuries, with some colonial and postcolonial interventions. Readings and films by Mme de Duras (France), Aimé Césaire (Martinique), Josephine Baker (US), Ousmane Sembène (Senegal) and Bernard Dadié (Côte d'Ivoire). *Conducted in French.*
Class Format: seminar Requirements/Evaluation: active class participation, two short 5-page papers, in-class presentation and final 10-page paper Prerequisites: RLFR 105 or above, or by permission of instructor Enrollment Limit: 20 Expected Class Size: 15
Enrollment Preferences: French and Africana Studies majors and concentrators
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Annette Joseph-Gabriel

RLFR 206(S) Outsiders in French and Francophone Film: Cinematic Adaptations of Literary Texts (D)
In this course students will examine the figure of the outsider (queer, black, woman, intruder, loner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge or reveal hegemonic discourse? This course fulfills the college Exploring Diversity requirement because its asks in what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts). Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.
Class Format: seminar Requirements/Evaluation: one 6-page paper, first draft, journaling on film elements, presentation Prerequisites: RLFR 105, 106, or 107, and permission of instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French majors and certificate students, those who have completed RLFR 105, 106, or 107, or those who have placed into this level from the French Placement Test Extra Info: not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Sophie Saint-Just

RLFR 224 Sexuality and Seduction in Nineteenth and Twentieth-Century France (D)
Crosslistings: RLFR 224/WGSS 224
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, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert. *Conducted in French*.
Class Format: seminar Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper Prerequisites: RLFR 106 or 107; another 200-level course such as RLFR 201, 202, 203; or by placement test; or by permission of instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French majors and certificate students; Women's, Gender and Sexuality Studies majors; Comparative Literature majors and those with compelling justification for admission Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Brian Martin

RLFR 226(S) Saints and Sinners
Throughout French and Francophone history, people have tried to explain events that they do not understand by attributing to them either divine or malevolent origins. This tenuous relationship between the natural and the supernatural takes many forms in French and Francophone literatures: specters and apparitions, levitation and flying, human-animal hybrids, and the living-dead all reflect different responses to the unknown. This course explores literary representations of other-worldly beings and unexplainable phenomena in French and Francophone cultures, from medieval France to the 20th-century Caribbean. By looking at a variety of writings on other-worldly phenomena, this course analyzes how cultural norms shape and represent perversions of human nature and the limits of knowledge from medieval to modern history. Simultaneously, this course also reflects on how perceptions of the unknown may be constrained by cultural normativity. Readings to include works from medieval France (including romances, short stories, and biographies of saints) as well as nineteenth- and twentieth-century texts (by Gautier, Maupassant, Flaubert, Alexis, and Laferrière) from France and the Francophone world. *Conducted in French*.
Class Format: seminar Requirements/Evaluation: active class participation, two short papers, an oral presentation, periodic reading quizzes, and a final paper Prerequisites: RLFR 106 or 107; or another 200-level course such as RLFR 201, 202, 203; or by placement test; or permission of the instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French majors and certificate students; and those with compelling justification for admission
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Katherine Brown

RLFR 230 Introduction to French Stylistics: The Art of Pastiche (W)
Generally speaking, *pasticheurs* are derivative artists. Yet many of France's most original authors were agile *pasticheurs*, among them La Bruyère, Proust, and the experimental writers of the OuLiPo movement. What might the art of pastiche suggest about the relationship between imitation and creation, tradition and innovation, and past and present? Discussion of such questions will be grounded in the study of short texts by Rimbaud (as Villon), Zalmanski (as Madame de Sévigné), Janin (as Diderot), Flaubert (as Chateaubriand), and Queneau (as Proust). Analysis and explication of pastiches will strengthen students' technical grasp of French. In the second half of the semester, students will apply their rhetorical, syntactical, and stylistic knowledge through weekly pastiche exercises, submitted as a final portfolio at semester's end. *Conducted in French*.
Class Format: seminar Requirements/Evaluation: active class participation, individual meetings, biweekly postings, 3 compositions (2 drafts each) and final portfolio Prerequisites: RLFR 105-106 or examination placement Enrollment Limit: 19 Expected Class Size: 19
Enrollment Preferences: French majors and those completing a French Certificate
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Annelle Curulla

RLFR 232 Love, Sex, Madness in Afro-diasporic Women's Writings Crosslistings: RLFR 232/AFR 232
This course explores the themes of love, sex, and madness in fiction and films by and/or about women of African descent. From the Caribbean to West Africa, from Europe to the US, these three themes function as the lenses through which women have challenged traditional ideas of citizenship, family, gender roles and political power. What, for example, is the connection between the Duvalier regime in Haiti and women's sexual desire? How does the figure of "the mad Creole woman" challenge the exportation of Victorian values to the Caribbean? How might an African woman's body be read as a site of anticolonial resistance? These are some of the questions we will work through as we examine works by Marie Vieux-Chauvet, Maryse Condé, Toni Morrison, Zora Neale Hurston, Tsitsi Dangarembga, and Chimamanda Adichie. *Conducted in English. For students seeking RLFR credit, select readings will be in French, and written work will be in French.*

Class Format: seminar Requirements/Evaluation: active class participation, weekly reading response papers, a 5- to 7-page paper and final project Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: given to French and Africana Studies majors and concentrators Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Annette Joseph-Gabriel

RLFR 250 Women in Print:Gender, Power, and Publishing in Seventeenth-and Eighteenth-Century France
This course introduces students to seventeenth-and eighteenth-century French studies through an investigation of women in print. How did women participate as writers, artisans, distributors, and consumers of print? What do their ideas and practices tell us about the shifting power dynamics within the book trade and beyond? After a brief historical introduction, the course will focus on a correspondence, advice manuals, political tracts, tragedies, memoir-novels, erotic fiction, and other works by Bernard, Charrière, Duras, Graffigny, Guyot, Lafayette, Scudéry, and others famous and forgotten. Consideration will also be given to the book as a material object through readings as well as visits to archival collections. Key issues: censorship and publicity; the invention of the author; gender and canon formation; Old Regime social hierarchies; patronage, publics, and pay. *Conducted in French*.
Class Format: seminar Requirements/Evaluation: active class participation, weekly online postings, two short papers and final paper Prerequisites: French 201, 202, or 203, or by placement test, or by permission of instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French, Comparative Literature, Women's, Gender and Sexuality Studies majors, and those with compelling justification for admission
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Annelle Curulla

RLFR 260(F) Reading Comics from the French-Speaking World Crosslistings: RLFR 260/COMP 260
From political cartoons and satire of the 19th century to contemporary graphic novels, the *bande dessinée* has a long history in the French-speaking world. We will read early political cartoons, classics such as Asterix and Tintin, and contemporary BD from France, Québec, Côte d'Ivoire, Morocco, Rwanda, and Guadeloupe to analyze how they tackle subjects such as nation, empire, sexuality, biography, war and human rights. We will pay attention to the visual form and critical theory of the genre. *Conducted in French.*
Class Format: seminar Requirements/Evaluation: weekly response papers, 5-page paper, graphic-form paper, final research project Prerequisites: RLFR 201, 202, or 203, or by permission of instructor Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: French majors and certificate students, Comparative Literature majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Katarzyna Pieprzak

RLFR 302(F) Medieval France on Film
The Middle Ages have left us legendary stories and historic exploits that have been interpreted in film throughout the 20th century and into the 21st century, including the timeless love of Tristan and Isolde, the chivalry of King Arthur and his Knights of the Round Table, and the saintly devotion of Joan of Arc. Through analysis of films and complementary literary works, this course investigates medieval culture and the ways in which it has been interpreted, adapted, and in some instances modernized in French cinema. Ultimately, this course addresses different ways in which medieval texts and culture were received in the 20th and 21st centuries and how the use of medieval subjects testifies to the existence of a variety of anxieties in modern society, such as ethical responsibility, identity, and marginality. Questions to be explored include: How are films about medieval culture relevant to our society? How do filmmakers portray the Middle Ages? How do they recreate a time that is effectively lost to us, a culture that differs significantly from our own, and which survives primarily in fragments? Films to include a range of cinematic movements and directors such as Delannoy, Dreyer, Vigne, Bresson, and Rohmer. Readings to include medieval stories and romances such as *Tristan et Iseut, Le Chevalier de la Charrette, Le Procès de condamnation de Jeanne d' Arc*, and selections from *Le Cycle du Graal*. *Conducted in French*.
Class Format: seminar Requirements/Evaluation: active class participation, regular one-page response papers, a midterm paper, and a final paper Prerequisites: exceptional performance in RLFR 106 or 107; or a 200-level course such as RLFR 201, 202, 203; or by placement test; or permission of the instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French majors and certificate students; and those with compelling justification for admission
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Katherine Brown

RLFR 304(S) Stars and Constellations: Science, Politics, and Literature in 17th-Century France
This course introduces students to seventeenth-century French studies through an investigation of the role of astronomy in shaping early modern France. In 1543, Copernicus turned the world on its head by introducing the concept of heliocentrism, which places the sun (rather than the Earth) at the center of the solar system. In doing so, he treated the heavens as an object of scientific inquiry, dispelling their sacred nature and questioning the place of God in the universe. The backlash was violent: all across Europe, his book was blacklisted and his supporters (including Galileo) were condemned by the Inquisition. This course focuses on the Copernican revolution in France and its influence on philosophical, theological, political, and literary production in 17th century France. Discussions will examine the relationship between science and religion, superstition and technology, politics and power, as well as gender, sexuality, and class. Readings to include novels, essays, treatises, plays, and poems by Descartes, Cyrano de Bergerac, Boileau-Despréaux, Fontenelle, Molière, and Ronsard. *Conducted in French*.
Class Format: seminar Requirements/Evaluation: active class participation, online postings, oral presentation, mid-term paper, and final paper Prerequisites: exceptional performance in RLFR 106 or 107; or a 200-level course such as RLFR 201, 202, 203; or by placement test; or permission of the instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French majors and certificate students; and those with compelling justification for admission
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Valentine Balguerie

RLFR 309 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War Crosslistings: RLFR 309/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 Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zafzaf, Ahmed Bouzfour, Soumaya Zahy and Abdelhak Serhane among others.*Conducted in French.*
Class Format: lecture/discussion Requirements/Evaluation: active class participation, reading journal, two short papers, an oral presentation and a final paper Prerequisites: RLFR 201, 202 or 203 or permission of instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French majors and those with compelling justification for admission Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives GBST African Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Katarzyna Pieprzak

RLFR 312 Francographic Islands (D) Crosslistings: RLFR 312/COMP 312/AFR 312
Utopia, paradise, shipwreck, abandonment, exile, death. Man's fascination and obsession with the island as place of discovery, beauty and imprisonment stretches across the centuries. In this class, we will read French literary and imagined islands alongside islands constructed by Francophone Caribbean, Indian Ocean and non-Western writers in French. What 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 Edouard Glissant. *Conducted in French*.
Class Format: seminar Requirements/Evaluation: active class participation, weekly response papers, midterm essay and final essay Prerequisites: open to students who have taken a literature course in RLFR at Williams, or permission of instructor Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: French majors and certificate candidates, Comparative Literature majors, and Africana Studies concentrators Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Katarzyna Pieprzak

RLFR 316 Paris on Fire: Incendiary Voices from the City of Light (1830-2005) Crosslistings: RLFR 316/WGSS 315
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 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.*
Class Format: seminar Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper Prerequisites: RLFR 201, or 202, or 203; or another RLFR 200-level course; or permission of instructor. Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Other Attributes: GBST Urbanizing World Electives

Not Offered Academic Year 2016
SEM Instructor: Brian Martin

RLFR 318(F) Twentieth-Century Novel: From Adversity to Modernity Crosslistings: RLFR 318/COMP 318
In his futurist novel *Paris in the Twentieth Century* (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor 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. *Conducted in French.*
Class Format: seminar Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper Prerequisites: a 200-level course such as RLFR 201, 202, 203; or by placement test; or permission of instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission; seniors returning from study abroad (in France or another Francophone country) are particularly welcome
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 Cancelled

RLFR 320T 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 work 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*.
Class Format: tutorial Requirements/Evaluation: six 5-page tutorial papers Prerequisites: any RLFR literature course Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: French and Comparative Literature majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
TUT

RLFR 322 Joan of Arc in French Literature and Culture
Burned as a heretic in 1431 and sainted in 1920, Joan of Arc has remained one of France's most contentious figures. This course examines stories of Joan of Arc between the Hundred Years War and the 2012 presidential elections. Discussions will be informed by readings from Pizan, Voltaire, Michelet, Delteil, Anouilh, and others. Students will also analyze iconography, film, political speeches, and schoolbooks. Throughout the semester, we will examine the relationships between gender and identity, religiosity and secularism, nationalism and biography, and the extreme right's enduring johannic obsession.
Conducted in French.
Class Format: seminar Requirements/Evaluation: active class participation, weekly online postings, two compositions (2 drafts), and final research project Prerequisites: any 200-level or above RLFR course, or by permission of instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French majors and those completing a Certificate in French
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Annelle Curulla

RLFR 326 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'Avare*, *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 Jouvet, 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*.
Class Format: seminar Requirements/Evaluation: active class participation, weekly online postings, two short papers, final performance project and accompanying paper Prerequisites: French 201, 202, or 203, or by placement test, or by permission of instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: French, Comparative Literature, Theater, and Women's, Gender and Sexuality Studies majors, and those with compelling justification for admission
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Annelle Curulla

RLFR 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism Crosslistings: RLFR 370/AFR 370/COMP 370
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 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, select readings will be in French, and written work will be in French.*
Class Format: seminar Requirements/Evaluation: active class participation, response papers, 2 short essays and a final group project Prerequisites: for students taking the course as RLFR: RLFR 201 or above, or permission of instructor; for students taking the course as COMP or AFR: no prerequisites Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: French and Comparative Literature majors, and Africana Studies concentrators Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Katarzyna Pieprzak

RLFR 410(S) Senior Seminar: Landscapes of Movement and Migration in French
How do migration and movement construct and disrupt landscapes of identity—home, city and nation—in the French-speaking world? How do migration and movement contribute to conditions of alienation, nostalgia and violence? This seminar explores such fundamental questions and asks us to think about how in an increasingly mobile and de-territorialized world, place is imagined, experienced and remembered. Over the course of the semester, we will examine theoretical texts on memory, space, identity and movement, and analyze literary and film narratives of migration that focus on: the immigration experience in France, the construction of an Atlantic identity between Africa, the Caribbean, Europe and the Americas, internal migration between the country and the city, clandestine migration between Africa and Europe, population displacement due to war, and the possibility of creating portable places of memory. Works by Nora, Benjamin, Deleuze, Barthes, Charef, Chamoiseau, Glissant, Diome, Condé, Mernissi, Poulain, Pineau, Sembene, and Binebine among others. *Conducted in French.*
Class Format: seminar Requirements/Evaluation: weekly 1-page response papers, short mid-term paper and a final research paper Prerequisites: any RLFR course above 203, or permission of instructor Enrollment Limit: 15 Expected Class Size: 10 Enrollment Preferences: seniors French majors or completing the certificate in French, but open to advanced students of French Extra Info: 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
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Katarzyna Pieprzak

RLFR 412 Nineteenth-Century Novel: From Desperate Housewives to Extreme Makeovers Crosslistings: RLFR 412/WGSS 408
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.*
Class Format: seminar Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper Prerequisites: a 200-level or 300-level RLFR literature course at Williams; or permission of instructor Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Brian Martin

RLFR 415 Senior Seminar: Banned In France: Literature and Censorship in the Eighteenth-Century
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.*
Class Format: seminar Requirements/Evaluation: 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 Class Size: 15 Enrollment Preferences: senior French majors or students completing the Certificate in French, but open to advanced students of French
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Annelle Curulla

RLFR 493(F) Senior Thesis: French
French senior thesis.

Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 1

Fall 2015
HON Section: 01 TBA Instructor: Katarzyna Pieprzak

RLFR 494(S) Senior Thesis: French
French senior thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 1

Spring 2016
HON Section: 01 TBA Instructor: Katarzyna Pieprzak

RLFR 497(F) Independent Study: French
French independent study.
Class Format: independent study
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Katarzyna Pieprzak

RLFR 498(S) Independent Study: French
French independent study.
Class Format: independent study
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Katarzyna Pieprzak

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 to develop a reading knowledge of French. 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.
Class Format: classes meet twice weekly and are conducted in English
Requirements/Evaluation: evaluation will be based on class participation, papers, a midterm, and a final examination Prerequisites: a strong interest and need to learn French
Enrollment Preferences: 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
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Nicole 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 acurately. Grammar will be reviewed in context.
Class Format: seminar Requirements/Evaluation: evaluation is based on class participation, papers, a midterm, and a final examination Prerequisites: RLFR 511 or permission of instructor; undergraduates are welcome with permission of instructor
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 TR 08:30 09:45 Instructor: Nicole Desrosiers

ITALIAN

RLIT 101(F) Elementary Italian
This first semester of 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.. *Conducted entirely in Italian.*
Class Format: five hours a week with the professor Requirements/Evaluation: 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%) Prerequisites: none; not open to those who have had one year or more of high school Italian Enrollment Limit: 22
Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams Extra Info: students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Anthony Nicastro

RLIT 102(S) Elementary Italian
This second semester of 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. *Conducted entirely in Italian.*
Class Format: five hours a week with the professor Requirements/Evaluation: 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%) Prerequisites: RLIT 101; not open to those who have had one year or more of high school Italian Enrollment Limit: 22 Enrollment Preferences: instructor will prioritize on the basis of study abroad plans and year at Williams Extra Info: students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MWF 09:00 09:50 TR 08:55 09:45 Instructor: Anthony Nicastro

SPANISH

THE MAJOR IN SPANISH

The Spanish major consists of nine courses above the 103-104 level. Within those broad parameters, the following additional requirements apply:

- At least one 200-level course must be taken at Williams;
- One course must be focused primarily on literature written prior to 1800;
- No more than two courses taught in a language other than Spanish will be counted towards the major. The two courses may include courses with the prefix RLSP that are taught in English or relevant courses offered by Comparative Literature, History, or Latino/a Studies;
- At least one 400-level senior seminar is required.

Courses taken on study abroad 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 fluency, and a cultural and historical background to Spain and Latin America. Through the study of the major writers and historical events of the Spanish–speaking world, our program offers training in literary analysis and linguistic expression, as well as an in-depth appreciation of Hispanic civilizations.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; and one of the courses towards the major may be in English, as long as it has an “RLSP” prefix.

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 study in Spain or Latin America for either a semester or a full-year. We recommend that you start planning for study abroad as early as possible, and that you speak to our faculty early on to go over the many possible destinations and programs available to you. Through its consortial ties with the Hamilton College Academic Year in Spain, the department offers a comprehensive linguistic and cultural experience in Madrid, but there are many other options. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Those four courses count towards the certificate or the major in Spanish. Students interested in study abroad should consult with a member of the department at their earliest convenience. You can find general study away guidelines for Spanish here.

RLSP 101(F) 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.
Class Format: the class meets five hours a week students will complete workbook and lab exercises weekly Requirements/Evaluation: evaluation will be based on participation, regular homework exercises, quizzes, a midterm, and a final exam Prerequisites: none; this course is for students who have studied less than two years of Spanish in secondary school Enrollment Limit: 20 Extra Info: students registered for RLSP 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLSP 101 and 102) are taken
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MWF 10:00 10:50 TR 09:55 11:10 Instructor: Michael Martinez-Raguso

RLSP 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.
Class Format: the class meets five hours a week students will complete workbook and lab exercises weekly Requirements/Evaluation: evaluation will be based on daily preparation and participation, regular homework assignments, frequent tests, and a writing project Prerequisites: RLSP 101; this course is for students who have studied less than two years of Spanish in secondary school Enrollment Limit: 20 Extra Info: students registered for RLSP 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLSP 101 and 102) are taken
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MWF 10:00 10:50 TR 09:55 11:10 Instructor: Leyla Rouhi

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.*
Class Format: class meets four hours a week Requirements/Evaluation: regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams Prerequisites: RLSP 101-102 or by Spanish placement exam Enrollment Limit: 20 Expected Class Size: 20 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MWF 10:00 10:50 Instructor: Jennifer French
CON Section: 02 W 02:10 03:00 Instructor: Jennifer French
LEC Section: 03 MWF 11:00 11:50 Instructor: Gene Bell-Villada
CON Section: 04 W 03:10 04:00 Instructor: Gene Bell-Villada

RLSP 104(S) Upper Intermediate Spanish
This course is a continuation of Spanish 103. It focuses on the review of grammar as well as on refining writing and speaking skills. Films and reading selections will enable students to deepen their understanding of Hispanic cultures.
Class Format: class meets four hours a week Requirements/Evaluation: weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, a midterm and a final exam Prerequisites: RLSP 103 or by Spanish placement exam Enrollment Limit: 22 Expected Class Size: 22 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MWF 10:00 10:50 Instructor: Jennifer French
CON Section: 02 W 02:10 03:00 Instructor: Jennifer French
LEC Section: 03 MWF 11:00 11:50 Instructor: Michael Martinez-Raguso
CON Section: 04 W 03:10 04:00 Instructor: Michael Martinez-Raguso

RLSP 105(F,S) 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*. Students who successfully complete this course with a grade of B - or above may not take 106, inasmuch as the grammatical content of 106 is very similar to 105. Such students should now enroll in a 200-level class if they wish to continue studying Spanish.
Class Format: lecture/discussion Requirements/Evaluation: 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: RLSP 103 and 104 or by Spanish placement exam Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: first-years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MWF 09:00 09:50 Instructor: Kathryn Ringer-Hilfinger
CON Section: 02 W 01:10 02:00 Instructor: Kathryn Ringer-Hilfinger
LEC Section: 03 MWF 10:00 10:50 Instructor: Kathryn Ringer-Hilfinger
CON Section: 04 W 02:10 03:00 Instructor: Kathryn Ringer-Hilfinger

Spring 2016
LEC Section: 01 MWF 09:00 09:50 Instructor: Kathryn Ringer-Hilfinger
CON Section: 02 W 01:10 02:00 Instructor: Kathryn Ringer-Hilfinger

RLSP 199(F) Spanish in Action: Advanced Communication & Culture for Everyday Life
This is an advanced communication and culture course that uses real-world materials. This class serves as a bridge between Spanish 105 or Spanish 106 and advanced classes on literature and culture. Through the use of multimedia materials and engagement with local native speakers students will develop their communication and analytical skills as they improve their understanding of contemporary Hispanic/Latino culture and their ability to comprehend and respond to a variety of cultural and social issues and situations. Emphasis will be placed on activities that promote effective speaking and writing skills with the use of advanced structures and complex vocabulary. Students will complete at least one research project and related oral presentation. This course will have a service-learning component in which students engage with the Latino community.
Conducted in Spanish.
Class Format: seminar/discussion Requirements/Evaluation: active participation in class discussions, engagement with native speakers, short writing assignments, and a final research paper and oral presentation Prerequisites: RLSP 105, RLSP 106, by Spanish placement exam, or permission of instructor Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: students who take the Williams College Placement exam and place into RLSP 199, students who have completed RLSP 105 or RLSP 106 and are planning to go abroad, and students returning from one semester abroad Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 Cancelled

RLSP 200(S) Advanced Composition and Conversation
This course is not a continuation of RLSP 105, and there is no need to take it if the student has successfully completed 105 with a grade of B- or above. 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/Evaluation: 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: RLSP 103, RLSP 104 or by Spanish placement exam Enrollment Limit: 20 Enrollment Preferences: first-years, then sophomores, then juniors, and then seniors, with priority to those considering a major in Spanish
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 Cancelled
CON Section: 02 Cancelled

RLSP 201(F) The Spanish Labyrinth
Do Spaniards really dance flamenco and have dinner at 10:00 pm? Does everyone in Barcelona speak Catalan? How can you learn to separate the stereotypical images of Spain from reality? Is there really one "Spain", or is the country a complex composite of ancient and diverse cultural

remnants mixed with recent influxes? How has the vulnerable peninsula survived centuries of violent upheavals and divisiveness; dramatic economic rises and collapses?
In this course we will approach Spain by studying examples of its literary and artistic production, from periods of brilliant cultural exchange, as well as in times of censorship and repression. Some topics of focus will be the Inquisition, the Civil War and contemporary Spain's obsession with its own recent past. Secondary texts will also be provided for historical and socio-political background and reference.
Conducted in Spanish.
Class Format: seminar Requirements/Evaluation: active participation in class discussions, oral presentations, short writing assignments, a midterm and a final essay Prerequisites: RLSP 105, permission of instructor Enrollment Limit: 18 Expected Class Size: 18
Enrollment Preferences: Spanish majors and certificate candidates Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 W 01:10 03:50 Instructor: Soledad Fox

RLSP 202(S) Spain's Fin de Siglo and the Crisis of Ideas
In this class 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, 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.
Class Format: seminar Requirements/Evaluation: 2 short papers, one long research paper, and oral presentations Prerequisites: RLSP 105 or RLSP 200, or results of the placement test, or permission of instructor Enrollment Limit: 25 Expected Class Size: 15
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 MWF 12:00 12:50 Instructor: Leyla Rouhi

RLSP 203(F) From Modernismo to El Boom de la Novela (W)
A survey of some of the leading imaginative writers of Hispanic America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lispector, and García Márquez. *Conducted in Spanish.*
Class Format: seminar Prerequisites: RLSP 105 or higher Enrollment Limit: 19
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: GBST Latin American Studies Electives

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Gene Bell-Villada

RLSP 204 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 Malintzín, 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. *Conducted in Spanish.*
Class Format: lecture/discussion Requirements/Evaluation: political and cultural essays, literature and films, three 5-page papers Prerequisites: any RLSP course above 199 or permission of instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: Spanish majors and qualified first-year students
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: GBST Latin American Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Jennifer French

RLSP 205 The Latin-American Novel in Translation Crosslistings: RLSP 205/COMP 205
A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, *Labyrinths*; Cortázar, *Blow-up* and *Hopscotch*; 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*.
Class Format: lecture Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam Prerequisites: none Enrollment Limit: 22 Expected Class Size: 22 Dept. Notes: does not carry credit for the Spanish major or the certificate
Distributional Requirements: Division 1
Other Attributes: GBST Latin American Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Gene Bell-Villada

RLSP 206(S) Latin-American Civilizations
An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. *Conducted in Spanish*.
Class Format: seminar Requirements/Evaluation: 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: RLSP 105 or permission of instructor Enrollment Limit: 20 Expected Class Size: 20
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Michael Martinez-Raguso

RLSP 208 The Spanish Civil War in Literature and Film
The Spanish Civil War (1936-1939) has generated a vast bibliography and filmography that to this day reflect widely antagonistic interpretations of the conflict itself, its roots, and its impact. From the Spanish perspective, the war is the most important single event in understanding modern Spain. The ideals, passions, and consequences of the Spanish Civil War still divide Spaniards and have been recreated and relived by writers, artists, and filmmakers, and debated by historians. The course will begin with a historical introduction to the origins, development, and outcome of the war. Was the Spanish war a national struggle or an international struggle played out on Spanish soil? Along with studying internal Spanish political divisions, we will also consider the impact of the foreign policy positions of other countries-including Germany, Italy, the United States, and Russia—vis-a-vis Spain, as well as the role of the thousands of foreign volunteers who formed the International Brigades and came from all over the world to fight against Franco. With this historical basis, we will see how the themes and issues of the war are reflected in Spanish poetry, short fiction, novels, and films from the time of the war up through the present day. Readings will include works by Ayala, Cernuda, Neruda, Goytisolo, Sender, Fernan-Gomez, and Matute. Films will include documentaries as well as classic and contemporary features. *Conducted in Spanish.*
Class Format: seminar Requirements/Evaluation: evaluations will be based on lively class participation, an oral report, short written assignments, and two papers Prerequisites: RLSP 201, by Spanish placement exam, or permission of instructor Enrollment Limit: 20
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Soledad Fox

RLSP 209(F) Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production Crosslistings: LATS 209/RLSP 209
This 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 informal or domestic environments. Through the use of materials and vocabulary taken from a variety of real-life contexts, but with primary emphasis on the diverse Latina/o communities of the United States, this class aims to sharpen heritage speakers' sociolinguistic competency and ability to interpret musical, cinematic, and literary texts in Spanish. Please note that students who have completed the majority of their formal education in a Spanish-speaking country are not permitted to take this course without prior permission of the instructor.
Class Format: discussion Requirements/Evaluation: evaluation will be based on student participation, grammar homework, 2 oral exams, and 3-4 written essays Prerequisites: none; 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 Class Size: 12 Enrollment Preferences: Latina/o Studies concentrators or Spanish majors by seniority Distribution Notes: meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under RLSP may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: LATS Core Electives

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Maria Elena Cepeda

RLSP 210(S) Spanish Phonetics and Phonology
This course focuses on the linguistic study of the Spanish sound system. Students will practice phonetic transcription and application of phonological rules. We will explore how pronunciation varies across dialects of the Spanish-speaking world and differences between English and Spanish phonetics and phonology. Laboratory work will be conducted with the goal of improving student pronunciation and analyzing native Spanish pronunciation. *Offered in Spanish.*
Class Format: lecture Requirements/Evaluation: active participation in class discussions, laboratory work, final research paper and presentation Prerequisites: RLSP 105, RLSP 106, RLSP 199, RLSP 209 or permission of instructor Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: priority will be given to students who have completed RLSP 105/106, RLSP 199, RLSP 209 Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MW 11:00 12:15 Instructor: Kathryn Ringer-Hilfinger

RLSP 211 A Survey of Spanish Literature from the 11th to the 17th Centuries (D)
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 selected canonical prose, poetry, and drama of the periods; special emphasis will be given to the myth of the coexistence of three religions in Iberia and the often misguided idea of dividing this literature into the categories of 'medieval' and 'Renaissance'. *Conducted in Spanish.*This course fulfills the pre-1800 requirement for the Spanish major
Requirements/Evaluation: evaluation will be based on class participation, short paper assignments, and a final paper Prerequisites: RLSP 105 or 106 or permission of instructor
Distributional Requirements: Division 1 Exploring Diversity

Not Offered Academic Year 2016
LEC Instructor: Leyla Rouhi

RLSP 214(S) "Ecologismo": Literature, Culture and the Environment in Latin America Crosslistings: RLSP 214/ENVI 218
How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies—including massive disparities of wealth and poverty; the cultural and political impact, of sizable indigenous populations; and the complex histories of colonialism, dependency and neoliberalism—inform Latin American responses to environmental issues? How does Latin America's "environmental

imaginary" differ from those of the US and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Mempo Giardinelli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Ernesto Cardenal (Nicaragua) and Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish.
Class Format: seminar Requirements/Evaluation: evalution based on three 5- to 7-page essays, reaction papers, oral presentations, active and informed class participation
Prerequisites: one course RLSP 105 and above, placement exam, or permission of instructor
Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: Spanish majors, Envi majors and concentrators
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 TF 01:10 02:25 Instructor: Jennifer French

RLSP 217T Love in the Spanish Golden Age (W)
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 or English depending on student ability.*
Class Format: tutorial Requirements/Evaluation: students will meet with the instructor each week in groups of two, one student will read a 5-pg paper, left in advance for the tutorial partner, and the other will critique the paper; evaluation is based on the quality of the wkly essays& critiques Prerequisites: RLSP 105 and above or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: students with a background in literature Extra Info: may not be taken on a pass/fail basis as well as evidence of preparation, punctuality of submission, and quality of discussion; by the end of the semester each student will have produced around 25 pages of writing
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Leyla Rouhi

RLSP 220 Modern Spanish Women: Literature and Life Crosslistings: RLSP 220/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.
Class Format: seminar Prerequisites: RLSP 201, by Spanish placement exam, or permission of instructor Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: Spanish and Comparative Literature majors Distribution Notes: meets Division 1 requirement if registration is under RLSP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: David Colbert-Goicoa

RLSP 223T Colonial Landscapes: Latin America's Contemporary Environmental Literature (D) (W) Crosslistings: RLSP 223/ENVI 223/COMP 263
"It is not by coincidence that our societies are both racist and anti-ecological," wrote the Chilean sociologist Fernando Mires in his now-classic study, *The Discourse of Nature*. This tutorial explores works of contemporary literature that implicitly and explicitly link Latin America's ongoing environmental crisis to the region's long and multi-layered history of colonialism: novels by Sylvia Iparraguirre (Argentina), Mayra Montero (Puerto Rico), Giaconda Belli (Nicaragua), Luis Sepúlveda (Chile); poetry by Homero Aridjis (México); essays by Octavio Paz (Mexico), Eduardo Viveiros de Castro (Brazil), and more. Representing a wide variety of geographies, literary styles and ideological perspectives, these writers nevertheless converge in challenging us to consider the effects of environmental crisis within structures of power that are radically unequal at the local, national, and global levels; and to recognize that consciousness of environmental vulnerability can prompt new forms of inclusion and community as well as exclusion. Topics to be explored also include the role of indigenous cosmologies in contemporary environmental politics, the place of urban ecologies within the environmental imaginary, and the ongoing debates among academic critics and others regarding the scope and methodologies of ecocriticism as an approach to Latin American literature.
Students have the option of tutorial in Spanish or in English; partners will be assigned accordingly. Each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5-page paper that one of the partners has submitted the night before. This adds up to a substantial amount of (reading and) writing for each student in the course, i.e., six 5-page essays over the course of the semester. This tutorial meets the goals of the Exploring Diversity Initiative by challenging students to position themselves, intellectually and imaginatively, in the space of those excluded from modernity's material benefits as they struggle to brace themselves against its catastrophic environmental effects.
Class Format: tutorial Requirements/Evaluation: each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5-page paper that one of the partners has submitted the night before Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: students majoring in Spanish or Environmental Studies
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives

Not Offered Academic Year 2016
TUT Instructor: Jennifer French

RLSP 301 Cervantes' "Don Quijote" (D) (W)
We will devote the entire semester to the study of one novel: Miguel de Cervantes' *Don Quijote*, published in the early part of the 17th century. We will try to understand the reasons for the novel's immense and ongoing influence on Western literature and thought. To do so, we will study Cervantes' masterful handling of issues that continue to have an uncanny relevance to our lives today: relationships between men and women, the perception of Muslims by Christians and vice versa, the role of fiction in life, the shapes of mental illness, how we decide who we are, how our governments and families and friends decide who we are, the fun and annoyance of going on a totally disorganized road trip with someone else, the meaning of justice, and the meaning of storytelling, to name a few things. In the process, we will continually set things in context and make sure that we understand what was going on in Cervantes' world that might better explain what goes on in his novel. Finally, we will find that even an entire semester is not enough to engage fully with this extraordinary work, but we will be very glad that we made some headway.
Conducted in Spanish
Class Format: lecture/discussion Requirements/Evaluation: active class participation; two to three short projects and one final research project Prerequisites: any 200-level RLSP course at Williams that is conducted in Spanish, or permission of instructor Enrollment Limit: 20 Expected Class Size: 15 Enrollment Preferences: Spanish majors and Comp Lit majors with the appropriate command of Spanish
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive

Not Offered Academic Year 2016
LEC Instructor: Leyla Rouhi

RLSP 303 Cervantes' "Don Quixote" in English Translation Crosslistings: COMP 350/RLSP 303/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.
Class Format: seminar Requirements/Evaluation: active participation, three short papers, and a final project designed in consultation with the instructor Prerequisites: any 200-level literature course in foreign languages, COMP, or ENGL, or permission of the instructor.
Enrollment Limit: 30 Expected Class Size: 30 Enrollment Preferences: Comparative Literature majors and upperclass students Dept. Notes: does not count toward the major in Spanish Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories A

Not Offered Academic Year 2016
SEM Instructor: Leyla Rouhi

RLSP 306T Latino Writing: Literature by U.S. Hispanics (W) Crosslistings: RLSP 306/COMP 302
Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarreal, Tomas Rivera, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, 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 authors per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the second tutee and the tutor, will follow. The course is designed to accommodate both Spanish and English speaking students. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together.
Class Format: tutorial Requirements/Evaluation: five short oral presentations/papers (about 20-25 minutes) and a final longer one (about 40-45 minutes) Prerequisites: some previous course work in any literature beyond the 100 level is helpful; students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200-level RLSP course or seek permission of the tutor Enrollment Limit: 10 Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2016
TUT Instructor: Gene 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.
Class Format: lecture/discussion Requirements/Evaluation: one short (7-page) paper, one longer (15-20 page) paper, proposal, bibliography, discussion-leading Prerequisites: one RLSP course at the 200-level or above or permission of instructor Enrollment Limit: 19 Expected Class Size: 12 Enrollment Preferences: Spanish majors
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: GBST Latin American Studies Electives

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Jennifer French

RLSP 352 Writing after the Disaster: The Literature of Exile Crosslistings: COMP 352/JWST 352/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.
Class Format: seminar Requirements/Evaluation: active participation in class discussions, an oral presentation, several short writing assignments, a midterm paper and a final paper Prerequisites: COMP 111 or an equivalent ENGL course Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: Comparative Literature majors Distribution Notes: meets Division 1 requirement if registration is under COMP or RLSP; meets Division 2 requirement if registration is under JWST
Distributional Requirements: Division 1
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives JWST Core Electives

Not Offered Academic Year 2016
SEM Instructor: Soledad Fox

RLSP 402 Senior Seminar: Writing Latin Americas Environmental Crisis
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 regions poor, marginalized and indigenous communities is extremely severe. This seminar explores the socio-cultural context and ramifications of the current crisis by examining Latin Americas environmental literature of the 20th and 21st centuries. Readings will range from literary classics by writers like Jos 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, well explore the influence of Latin Americas 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. As the capstone experience for the Spanish major, class meetings will follow a seminar format.
Class Format: seminar Requirements/Evaluation: 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 Prerequisites: one 300-level RLSP course or permission of instructor Enrollment Limit: 15 Expected Class Size: 12
Enrollment Preferences: senior Spanish majors
Distributional Requirements: Division 1
Other Attributes: LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2016
SEM Instructor: Jennifer French

RLSP 402 Senior Seminar Madrid: 1939-2004
In this course we will examine life in Madrid during two key periods: the Franco Dictatorship (1939-1975), and the first three decades of democracy (1975-2004). We will consider how representations of urban landscapes (churches, convents, prisons, museums, slums, bars and schools) has shaped and reflected the lives of madrileñas and madrileños past and present. We will study works by 20th century and contemporary Spanish authors, filmmakers, photographers, and journalists, as well as period advertisements and examples of popular culture. How was Madrid's image as international capital of art, sun, soccer and bullfighting forged? What remnants of the past lurk behind this appealing façade? How do the Atocha train Station bombings of 2004 relate to unresolved political tensions from 1939?
Class Format: seminar Requirements/Evaluation: active participation in class discussions, oral presentations, short writing assignments, a midterm and a final essay Prerequisites: any 300 level RLSP course or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Spanish majors and certificate candidates
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Soledad Fox

RLSP 402 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.*
Class Format: seminar Requirements/Evaluation: three papers based on the readings, one oral report on the life and personality of a given dictator, and a final exam Prerequisites: any 300-level RLSP course or two 200-level RLSP courses or permission of instructor
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Gene Bell-Villada

RLSP 403(F) Senior Seminar: Image, Violence, and the Feminine Crosslistings: RLSP 403/WGSS 403
Violence is universal, and the potential for its eruption haunts all spaces—-public and private. What is the nature of violence against women in particular, and how have women mobilized themselves against physical, psychological, and political assault through writing and subversive action? In this course we will critically examine gender by setting beauty, wife and motherhood within and against the realms of work, sexuality, and politics. From Golden Age Spain to dictatorial Argentina and the contemporary U.S.-Mexico border, we will trace how themes of honor, power, and desire repeatedly constitute themselves through images of the female body. Readings will include works by Maria de Zayas, Emilia Pardo Bazán, Ana Lydia Vega, Alejandra Pizarnik, Luisa Valenzuela, Alicia Partnoy, Sergio González Rodríguez, Roberto Bolaño, and Carmen Boullosa, among others. Theoretical readings by such thinkers as Jacques Lacan and Jean-Luc Nancy will explore feminism, violence, and the gaze. Students will engage foundational concepts within gender studies and feminism in order to articulate critiques of violence through analysis of Hispanic culture, literature, and film. Conducted in Spanish; non-Spanish majors welcome with permission of instructor.
Class Format: seminar Requirements/Evaluation: three essays, short critical reflections, oral presentation, active discussion Prerequisites: one 300 level Spanish course or permission of instructor Enrollment Limit: 14 Expected Class Size: 14 Enrollment Preferences: senior Spanish majors Distribution Notes: meets Division 1 requirement if registration is under RSLP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Other Attributes: LATS Countries of Origin + Transnationalism Elect

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Michael Martinez-Raguso

RLSP 493(F) Senior Thesis: Spanish
Spanish senior thesis/
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 1

Fall 2015
HON Section: 01 TBA Instructor: Katarzyna Pieprzak

RLSP 494(S) Senior Thesis: Spanish
Spanish senior thesis/
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 1

Spring 2016
HON Section: 01 TBA Instructor: Katarzyna Pieprzak

RLSP 497(F) Independent Study: Spanish
Spanish independent study.
Class Format: independent study
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Katarzyna Pieprzak

RLSP 498(S) Independent Study: Spanish
Spanish independent study.
Class Format: independent study
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Katarzyna Pieprzak

RUSSIAN (Div. I)

Chair, Professor JULIE CASSIDAY

Professors: CASSIDAY, GOLDSTEIN**, VAN DE STADT. Assistant Professor: ALIEV. Teaching Associate: BUDNIKOVA.

LANGUAGE STUDY

The department provides language instruction to enable students to acquire all five linguistic skills: understanding, speaking, reading, writing, and culture. 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 who want 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. You can find general study away guidelines for Russian here.

LITERATURE AND CULTURE IN TRANSLATION

The department regularly offers courses on Russian literature, culture, and politics 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) Elementary Russian (D)
An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills—listening comprehension, speaking, reading, writing, and culture—through immersion, intensive use of authentic 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 already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 252. As an EDI course, RUSS 101 focuses on the relationship between language and culture, exploring how different linguistic contexts and practices arise from and contribute to cultural difference.
Class Format: the class meets five times a week Requirements/Evaluation: active class participation, completion of all assignments, quizzes, tests, and a final exam Prerequisites: none Enrollment Limit: 15 Expected Class Size: 10 Extra Info: students registered for RUSS 101-102 are required to attend and to pass the sustaining program during the winter study period; credit granted only if both semesters (RUSS 101 and 102) are taken
Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
LEC Section: 01 MWF 10:00 10:50 TR 09:55 11:10 Instructor: Julie Cassiday

RUSS 102(S) Elementary Russian (D)
An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills—listening comprehension, speaking, reading, writing, and culture—through immersion, intensive use of authentic 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 already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 252. As an EDI course, RUSS 102 focuses on the relationship between language and culture, exploring how different linguistic contexts and practices arise from and contribute to cultural difference.
Class Format: the class meets five times a week Requirements/Evaluation: regular attendance, active class participation, completion of homework, quizzes, tests, and a final exam Prerequisites: none Enrollment Limit: 15 Expected Class Size: 10 Extra Info: students registered for RUSS 101-102 are required to attend and to pass the sustaining program during the winter study period; credit granted only if both semesters (RUSS 101 and 102) are taken
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
LEC Section: 01 MWF 10:00 10:50 TR 09:55 11:10 Instructor: Janneke van de Stadt

RUSS 151(F) Continuing Russian (D)
This course develops all five skills—listening comprehension, speaking, reading, writing, and culture—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 authentic 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 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. As an EDI course, RUSS 151 focuses on the relationship between language and culture, exploring how different linguistic contexts and practices arise from and contribute to cultural difference.
Class 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/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam Prerequisites: completion of at least one year of college-level Russian (RUSS 101-102) or permission of instructor Enrollment Limit: none Expected Class Size: 6-10
Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Janneke van de Stadt

RUSS 152(S) Continuing Russian (D)
This course develops all five skills—listening comprehension, speaking, reading, writing, and culture—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 authentic 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 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. As an EDI course, RUSS 152 focuses on the relationship between language and culture, exploring how different linguistic contexts and practices arise from and contribute to cultural difference.
Class 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/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam Prerequisites: RUSS 151 or permission of instructor Enrollment Limit: none Expected Class Size: 6-10
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
LEC Section: 01 MWF 11:00 11:50 Instructor: Baktygul Aliev

RUSS 203(F) Nineteenth-Century Russian Literature in Translation Crosslistings: RUSS 203/COMP 203
This course introduces students to landmark texts of 19th century Russian literature, exploring their aesthetic, social and philosophical implications and significance. We will begin by reading Pushkin, Lermontov and Gogol's innovative realist variations on pre-existing Romantic literary tropes. We will then trace how these initial themes and ideas are expanded upon and given new dimensions by subsequent "giants" of Russian realism: Dostoevsky and Tolstoy. Additional literary and ideological issues of the century will be addressed in the works of Turgenev and Goncharov, two other representative authors of the "Golden Age". Finally, we will turn to the works of Chekhov, which accentuate ambiguity and uncertainty within the realist method of portrayal, thus anticipating modernist sensibilities of the 20th century. Knowledge of Russian is not required; all course readings will be in English.
Class Format: lecture Requirements/Evaluation: participation, short written responses, an oral presentation, research paper Prerequisites: none Enrollment Limit: none Expected Class Size: 15 Enrollment Preferences: students majoring or considering a major in Russian or Comparative literature
Distributional Requirements: Division 1
Other Attributes: GBST Russian + Eurasian Studies Electives

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Baktygul Aliev

RUSS 204 From Revolution to Perestroika Crosslistings: RUSS 204/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 past century, 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; the Second World War; the Thaw and de-Stalinization; another wave of tightening of the regime during the stagnation period; the dissident movement and the Cold War; and finally, the dissolution of the Soviet empire and the rise of Russian post-modern and post-Soviet aesthetics. As we discuss these and other topics of twentieth-century Russian culture, we will explore a broad array of genres, including poetry, short fiction, non-fiction, the novel, theater, and film. Our readings will include works by Block, Babel, Bulgakov, Olesha, Zamyatin, Ahmatova, Shalamov, Erofeev, Petrushevskaya, Pelevin, and other representative authors.
All readings and discussions will be in English.
Class Format: seminar Requirements/Evaluation: participation (25%); blog posts (20%); midterm (15); term paper (20%); final exam (20%) Prerequisites: none Enrollment Limit: 15 Expected Class Size: 12 Enrollment Preferences: Russian majors
Distributional Requirements: Division 1
Other Attributes: GBST Russian + Eurasian Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Yuliya Ladygina

RUSS 206(S) Topics in Russian Culture: Feasting and Fasting in Russian History
This course will use the methodology of food history to explore the broader historical, economic, and artistic conditions that gave rise to Russian culture. We will examine culinary practice as well as the social context of cooking and eating in Russia. In order to elucidate the important interplay between culture and cuisine, we will discuss such issues as the domestic roles of women and serfs, the etiquette of the table, the role of drinking and temperance movements, and the importance of feasts and fasts in the Russian Orthodox Church calendar. Short stories, memoirs, and cookery books will provide insight into class and gender differences, cooking techniques, and the specific tastes that characterize Russian cuisine. This class will present Russian culture from a predominantly domestic point of view that originates from the wooden spoon as much as from the scepter. *Knowledge of Russian is not required.*
Class Format: lecture/discussion Requirements/Evaluation: active class participation, bi-weekly response papers, one 6- to 8-page paper, midterm and final exams; participation in a communal feast Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: students who can demonstrate an interest in Russian culture
Distributional Requirements: Division 1
Other Attributes: EXPE Experiential Education Courses GBST Russian + Eurasian Studies Electives

Spring 2016
LEC Section: 01 MR 02:35 03:50 Instructor: Darra Goldstein

RUSS 208 Twentieth-Century Russian Art and the Birth of Abstraction Crosslistings: RUSS 208/ARTH 266
Such revolutionary artistic movements as Cubo-Futurism, Suprematism, and Constructivism profoundly influenced the development of twentieth-century art throughout the Western world—just as the 1917 Russian Revolution upset the world's political balance. This course will investigate Russian art within a cultural framework and explore the relationship between artistic production and politics. We will begin with a brief overview of important developments in Russian art that prefigured the twentieth-century artistic revolution: the introduction of icons from Byzantium, the founding of St. Petersburg and the rise of Western-style portraiture, and the fin-de-siècle movements that united painting with music and ballet. However, the focus of the course will be 1910-1930, when radical innovation was the order of the day and revolutionary ideas sparked entirely new conceptions of art. We will then look at the Socialist Realist style of the Stalin era, Soviet dissident art and Moscow conceptualism, ending the semester with an exploration of current trends in post-Soviet Russian art.
Class Format: lecture/discussion Requirements/Evaluation: active class participation, weekly response papers; one 6- to 8-page paper and a final exam Prerequisites: none
Enrollment Limit: 19 Expected Class Size: 19
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Darra Goldstein

RUSS 210T Tolstoy: The Major Novels (W) Crosslistings: RUSS 210/COMP 207
This tutorial will focus on Lev Tolstoy's four novelistic masterpieces—*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. Those students who have completed at least three years of college-level Russian may take the course in Russian*.
Class Format: tutorial Requirements/Evaluation: 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 ENGL: none; for students taking the tutorial in RUSS: either RUSS 252 or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Russian, Comparative Literature, and Literary Studies majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Julie Cassiday

RUSS 213(F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (D)
Crosslistings: RUSS 213/GBST 213/WGSS 214/COMP 257
Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. For example, Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Context, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West.
This course is part of the Exploring Diversity Initiative because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.
All readings will be in English.
Class Format: seminar Requirements/Evaluation: active participation in class discussions, response papers based on assignments for class, 2 papers (3-5 pages each) on relevant current events in the post-Soviet world, and a final project Prerequisites: none Enrollment Limit: none Expected Class Size: 15 Enrollment Preferences: none Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: GBST Russian + Eurasian Studies Electives

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Julie Cassiday

RUSS 214(S) Contemporary Russian Culture and Politics Crosslistings: RUSS 214/GBST 214
This course introduces students to contemporary Russian culture and politics by identifying the latter's key features in Russian literary texts (novels and a short story) and films, all in English translation. The themes of poverty, corruption, violence, and mass media manipulation of public opinion, addressed in these texts, will be contextualized within scholarly research on post-Soviet Russia's political institutions, economy, civil society, separatism, and foreign policy, particularly in Ukraine. Reading the artistic and scholarly texts in a mutually informative way will allow us to set the protagonists' lives against the broader political trends that characterize Russia's post-socialist transformation during Boris Yeltsin's era of the 1990s and Vladimir Putin's leadership since. Knowledge of Russian is not required; all course readings will be in English.
Class Format: lecture Requirements/Evaluation: short response essays; final exam; class participation Prerequisites: none Enrollment Limit: none Expected Class Size: 15
Enrollment Preferences: students majoring in Russian, Global Studies, Political Science, History Distribution Notes: meets Division 1 requirement if registration is under RUSS; meets Division 2 requirement if registration is under GBST
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructor: Baktygul Aliev

RUSS 248T(S) Altering States: Postsoviet Paradoxes of Identity and Difference (D) (W)
Crosslistings: SOC 248/GBST 247/RUSS 248
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Ukraine and Hungary. This course fulfills the EDI requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.
Class Format: tutorial Requirements/Evaluation: 5-page paper every other week; comments on the partner's paper in alternate weeks Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Anthropology and Sociology majors
Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive

Spring 2016
TUT Section: T1 TBA Instructor: Olga Shevchenko

RUSS 251(F) Continuing Russian (D)
The same course as RUSS 151 but for students at the advanced level. See RUSS 151/152 for full course description. As an EDI course, RUSS 251 focuses on the relationship between language and culture, exploring how different linguistic contexts and practices arise from and contribute to cultural difference.
Class 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/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam Prerequisites: RUSS 152 or permission of instructor Enrollment Limit: none Expected Class Size: 4-6
Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
LEC Section: 01 MWF 11:00 11:50 Instructor: Janneke van de Stadt

RUSS 252(S) Continuing Russian (D)
The same course as RUSS 152 but for students at the advanced level. See RUSS 151/152 for full course description. As an EDI course, RUSS 252 focuses on the relationship between language and culture, exploring how different linguistic contexts and practices arise from and contribute to cultural difference.
Class 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/Evaluation: active class participation, completion of all assignments, quizzes, and a final exam Prerequisites: RUSS 251 or permission of instructor Enrollment Limit: none Expected Class Size: 4-6
Distributional Requirements: Division 1 Exploring Diversity

Spring 2016
LEC Section: 01 MWF 11:00 11:50 Instructor: Baktygul Aliev

RUSS 305 Dostoevsky and His Age Crosslistings: RUSS 305/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.*
Class Format: lecture/discussion Requirements/Evaluation: ability to complete lengthy reading assignments, class participation, three short papers, and final synthetic assignment
Prerequisites: none Enrollment Limit: none Expected Class Size: 20
Distributional Requirements: Division 1
Other Attributes: GBST Russian + Eurasian Studies Electives

Not Offered Academic Year 2016
LEC Instructor: Julie Cassiday

RUSS 306(S) Tolstoy and His Age Crosslistings: RUSS 306/COMP 306
This course will examine the life and works of the great Russian writer Lev Tolstoy in the context of Western intellectual history. Readings will include Tolstoy's two major novels, *War and Peace* and *Anna Karenina*, as well as a number of shorter works, such as *The Kreutzer Sonata* and *Hadji Murat*. We will also examine some of Tolstoy's aesthetic and didactic works. Ultimately, we will develop an understanding of the writer's environment and his impact on the numerous social movements calling for change in the second half of the nineteenth century. *All readings will be in English.*
Class Format: lecture/discussion Requirements/Evaluation: active class participation, 3 short papers, and a final research project Prerequisites: none Enrollment Limit: none
Expected Class Size: 15 Enrollment Preferences: none
Distributional Requirements: Division 1
Other Attributes: GBST Russian + Eurasian Studies Electives

Spring 2016
LEC Section: 01 TF 02:35 03:50 Instructor: Julie Cassiday

RUSS 331T The Brothers Karamazov (W) Crosslistings: RUSS 331/COMP 331/ENGL 371
Widely hailed as one of the greatest novels ever written, Dostoevsky's *The Brothers Karamazov* contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside *The Brothers Karamazov*, including history, philosophy, and literary theory.

Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of The Brothers Karamazov.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions **Prerequisites:** at least one 200-level literature class **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students majoring or considering a major in Russian, Comparative Literature, or English **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: JLST Interdepartmental Electives

Not Offered Academic Year 2016
TUT Instructor: Julie Cassiday

RUSS 343 Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel (D) (W) Crosslistings: RUSS 343/COMP 343/JWST 343/GBST 343
Known alternately as "master of the short story" and "Russian Maupassant," Isaac Babel was not only one of the most celebrated and intriguing authors of early Soviet Russia, but also a cultural figure of profound national and international significance. For a number of reasons (political, aesthetic, professional, ethical) Babel was not prolific and this will allow us to read almost all of his creative output, something we rarely get to do in the course of a single semester. Babel's writing is extremely varied—it includes sketches, journalistic prose, short stories, plays, movie scripts, one unfinished novel—and richly intertextual. This will afford us the opportunity to read the work of some of his contemporaries and predecessors, from both Russia and abroad, with whom he fashioned brilliant literary conversations, among them Guy de Maupassant, Anton Chekhov, Sholem Aleichem, and Ivan Turgenev. Babel saw self-definition as the core of his writing and as an EDI offering, this course will ask students to reflect on what it meant to be a Russian, a Jew, and a non-party author—an outsider, insider, and problematic hybrid rolled into one—in the highly unsettled, and unsettling, 1920s and 1930s. *All course readings will be in translation, but students are highly encouraged to read in the original (Russian, French, Yiddish) whenever possible.*
Class Format: seminar **Requirements/Evaluation:** active class participation, frequent short writing assignments, a final project, and an oral presentation **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Russian and Comparative Literature majors, Jewish Studies and Global Studies concentrators **Distribution Notes:** meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under JWST or GBST
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: GBST Russian + Eurasian Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Janneke van de Stadt

RUSS 401(F) Depiction of Politically Radical Youth in Contemporary Russian Literature
This course is devoted to a close reading and analysis of novels, published since 2000 by young authors, portraying rebellious characters who challenge the political and social order of contemporary Russia. We will examine works by Zakhar Prilepin, Sergei Shargunov, and co-authors Aleksandr Garros and Aleksei Evdokimov, which explore the mindset of Russia's rebellious youth. Studying the fictionalized portraits of young people who join various ultra-radical youth movements in Russia will allow us to explore their beliefs and guiding motifs, as they are presented in these novels. We will learn to understand the youth subculture's language, which contains slang and obscenities. In order to contextualize our interpretation, we will discuss the relevant media coverage (the press, TV, radio) of the events (demonstrations, street riots, clashes with police) and public figures (biographies, speeches and statements) referred to in the novels. Since readings and discussion will be in Russian, attention will be paid to questions of Russian grammar, vocabulary and pronunciation, as they occur.
Class Format: seminar **Requirements/Evaluation:** participation, short essays, brief oral presentations **Prerequisites:** RUSS 252 or the permission of instructor **Expected Class Size:** 2-4 **Enrollment Preferences:** Russian majors **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Baktygul Aliev

RUSS 493(F) Senior Thesis: Russian
Russian senior thesis.
Class Format: independent study **Extra Info:** this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
HON Section: 01 TBA Instructor: Julie Cassiday

RUSS 494(S) Senior Thesis: Russian
Russian senior thesis.
Class Format: independent study **Extra Info:** this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Spring 2016
HON Section: 01 TBA Instructor: Julie Cassiday

RUSS 497(F) Independent Study: Russian
Russian independent study.
Class Format: independent study
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Julie Cassiday

RUSS 498(S) Independent Study: Russian
Russian independent study.
Class Format: independent study
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Julie Cassiday

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 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, sociology, 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.

STUDY AWAY

You can find general study away guidelines for Science and Technology Studies here.

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

Elective Courses

ASTR 336/HSCI 336 Science, Pseudoscience, and the Two Cultures
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

SCST 101(F) Science, Technology, and Human Values Crosslistings: HSCI 101/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.
Class Format: seminar **Requirements/Evaluation:** two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams **Prerequisites:** none **Enrollment Limit:** 20 **Enrollment Preferences:** first-years and sophomores
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 MWF 10:00 10:50 Instructor: Donald Beaver

SCST 263 Cold War Technocultures Crosslistings: SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263
With the Soviet Union's collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world" hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this

course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period. The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical treads connecting MIT's legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin's spaceflight, the Apollo moon landing, and American civil defense; the postwar science of cybernetics and the emergence of the now iconic cyborg; the Club of Rome's *Limits to Growth* report and the Gaia hypothesis; plans backed by NASA for the industrialization, humanization, and colonization of outer space; and Ronald Reagan's Strategic Defense Initiative, "'Star Wars". Finally, case studies considered in Part III will focus on moments of conflict and resistance, appropriation, and unintended consequences of the preceding and other Cold War technological developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural causality of the US/CIA-backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberalism(s).
Class Format: seminar Requirements/Evaluation: weekly discussion precis, film screenings, class presentations, and a final research project decided in consultation with the instructor Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19
Enrollment Preferences: preference will be given to students with a demonstrated interest in the study of Cold War science and technology
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Grant Shoffstall

SCST 309 Environmental Politics and Policy (W) Crosslistings: ENVI 309/HSCI 309/SCST 309/PSCI 301
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.
Class Format: seminar Requirements/Evaluation: evaluation is based on several shorter writing assignments, a semester-long research project, and participation Prerequisites: ENVI 101 or permission of instructor Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: Environmental Policy & Environmental Science majors & Environmental Studies concentrators; but other students interested in public policy are welcome Dept. Notes: required course for the Environmental Policy major and the Environmental Studies concentration
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: ENVI Environmental Policy ENVP PTL Theory/Method Courses ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2016
SEM Instructor: Brian McCammack

SCST 330(S) Technology, Culture and Society Crosslistings: SOC 330/SCST 330
An introduction to major trajectories of theory and empirical research in the sociology and history of technology: the Social Construction of Technology (SCOT), Large Scale Technological Systems (LTS), Actor-Network Theory (ANT), and cultural studies of technoscience broadly. Students will also become acquainted with a number of philosophical positions on technology: instrumentalist, Marxist, cultural/ substantivist, humanist and posthumanist. Topics to be explored include technology, (post)industrial capitalism, and the nature of modern power; the role of technology in giving shape and weight to social institutions and forms of agency; technology, individualism, and everyday life in the modern world; technological determinism; resistance and accommodation to technological change; technology as a point of view and total way of life (culture); language, quantification, computerization, and (tele)visual media; and technology and environment. The course is furthermore designed to allow students to explore and research topics not appearing on the syllabus in the main.
Class Format: seminar Requirements/Evaluation: weekly discussion precis, class presentations, a midterm essay and final paper Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: Anthropology and Sociology majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 MWF 08:30 09:45 Instructor: Grant Shoffstall

SCST 371 Science, Technology, and (Bio)medicalization Crosslistings: SOC 371/HSCI 371/SCST 371
Medicalization: those processes by which previously *non*-medical problems, once defined as ethical-religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder." Part I: The history of the medicalization thesis; medicalization as a technical process; modern medicine as a form of social control; critiques of the medicalization thesis. Part II: From medicalization to biomedicalization; from the management of human life to the transformation of "life itself" by way of post-World War II technoscientific interventions aimed at "optimizing" human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques, robotics, and transplant medicine, among others. Finally, a consideration of how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it is of possibility. The course will to this end conclude with a survey of emerging issues in speculative technoscience and the ethics and politics of human enhancement.
Class Format: lecture Requirements/Evaluation: weekly discussion précis, science-fiction book review essay, class presentations, and a take-home midterm Prerequisites: none Enrollment Limit: 25 Expected Class Size: 20-25 Enrollment Preferences: preference will be given to Anthropology and Sociology students Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: PHLH Bioethics + Interpretations of Health

Not Offered Academic Year 2016
LEC Instructor: Grant Shoffstall

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.
Class Format: studio Requirements/Evaluation: research paper or project Enrollment Limit: 5
Distributional Requirements: Division 2
Other Attributes: ENVP SC-B Group Electives

Fall 2015
SEM Section: 01 TBA Instructor: Donald Beaver

THEATRE (Div. I)

Chair, Professors: ROBERT BAKER-WHITE§, *(fall semester)*
AMY HOLZAPFEL§§ *(spring semester)*

Professors: BAKER-WHITE, EPPEL*. Associate Professors: GURCAY-MORRIS, HOLZAPFEL**, SANGARE. Lecturers: BROTHERS, CATALANO, PETHICA***. Visiting Lecturers: ROBIN§§, STEELE§, VAN GINHOVEN§§.

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.

The production arm of the Department of Theatre operates under the supervision of the departmental faculty. Major departmental productions as well as laboratory and experimental productions of all kinds are mounted on the new stages of the '62 Center for Theatre and Dance. Participation in acting or technical work is open to all members of the Williams College community. Students majoring in Theatre will be asked to consult regularly with departmental advisors in devising the sequence of courses and production participation that will constitute their major.

MAJOR

The Major in Theatre consists of nine courses.

Six required courses are:
Theatre 101(F) Introduction to Theatre
Theatre 103(S) Acting I OR Theatre 204 Acting II
Theatre 201 Theatrical Staging and Design: The Collaborative Process
Theatre 244 Introduction to Theatre Technology
Theatre 248 The Modern Theatre: Plays and Performance OR Theatre 229 Modern Drama
Theatre 406 Senior Seminar

Three elective courses must be taken from the department's other offerings. One of those electives must be at the 300-level or higher. 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.

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.

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 project description is a written essay of approximately 750-1000 words that describes in detail the nature, goals, methodology and approximate budget, if applicable, of the proposed course of study to be undertaken in the pursuit of Honors. When developing their project proposal, candidates are encouraged to familiarize themselves with successful past Honors projects from materials provided by the Department. 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. You can find general study away guidelines for Theatre here.

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.

THEA 101(F) Introduction to Theatre Crosslistings: THEA 101/COMP 151
This introductory course serves as a general gateway to the study of Theatre. The course investigates principal areas of Theatre practice, including the Play and Playwright, Actor, Director, Designer, Audience, and Company. Through lectures, class discussions, performance practice, and hands-on laboratory sessions, students will encounter dramatic texts and theatrical contexts from a variety of traditions around the globe. Dramatists covered may include: Sophocles, Shakespeare, Zeami, Molière, Chekhov, Beckett, and Parks. Students are expected to complete reading and writing assignments, as well as to participate in practical projects in the labs. This course is open to all and welcomes non-Theatre majors. For students interested in the Theatre major, this course fulfills a primary requirement and should be taken during one's first or second year.
Class Format: lecture Requirements/Evaluation: three short papers; in-class writing; mid-term Company studio presentation; final Company performance and portfolio Prerequisites: none Enrollment Limit: none Expected Class Size: 30 Enrollment Preferences: none
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Robert Baker-White
LAB Section: 02 R 02:35 03:50 Instructor: Robert Baker-White

THEA 103(S) Acting I
This course deals with the development of intellectual and emotional resources required for the actor and will explore an acting technique based on the work of Russian actor and director Constantin Stanislavsky. Students will examine the power of public presence through theory and practice while expanding their talents, sensitivity, and imagination.
Class Format: studio Requirements/Evaluation: evaluation will be based on committed participation in class, preparation and performance of assigned material, and some modest written assignments Prerequisites: none Enrollment Limit: 14 Expected Class Size: 14 Enrollment Preferences: first-year students or sophomores considering the Theatre major
Dept. Notes: course is a prerequisite for THEA 204
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 MR 01:10 02:25 Instructor: Omar Sangare
STU Section: 02 MR 02:35 03:50 Instructor: Omar Sangare

THEA 104 Critical Approaches to Theatre and Performance (D) Crosslistings: THEA 104/COMP 104
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.
Class Format: seminar Requirements/Evaluation: 5 structured writing&creative assignments based on thematic elements of the course, as well as a final "Company" performance; in-class participation, writing, & discussion Prerequisites: none Enrollment Limit: 18 Expected Class Size: 14 Enrollment Preferences: Theater majors and Comparative Literature majors Dept. Notes: this course is a requirement for and is suggested as an introduction to the major in Theatre Extra Info: participation in all LABS; all students enrolled in the course are also required to attend the departmental theatre productions
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: PERF Interdepartmental Electives

Not Offered Academic Year 2016
SEM Instructor: Amy Holzapfel

THEA 201(F) Worldbuilding: Staging and Design For The Theater Crosslistings: THEA 201/ARTS 201
This course examines the designer's and director's creative processes as they work together to imagine the fictional worlds of theatrical productions. Over a series of practical projects in staging, mise-en-scene, and various design disciplines, we will develop 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 emphasis is placed on how design elements synthesize with one another and the work of the actors and director, to form the larger intellectual, emotional, and physical context of the work as a whole. Students will adopt various creative roles throughout a series of assigned projects, giving a broad exposure to the work of designers and directors. Basic presentation skills and technique, as well as methodologies for critical feedback, will be taught as crucial elements of staging and design development.
Class Format: studio Requirements/Evaluation: evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects
Prerequisites: none Enrollment Limit: 14 Expected Class Size: 12 Enrollment Preferences: Theatre majors Dept. Notes: this course is a prerequisite for all upper-level design and directing courses; this course does not count toward the Art major
Materials/Lab Fee: materials and copying $125 to be added to the students' term bill
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 MW 11:00 12:15 Instructor: David Gurcay-Morris
LAB Section: 02 W 01:10 03:50 Instructor: David Gurcay-Morris

THEA 204 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. Students will be expected to have had previous acting experience, either through completion of Theatre 103 or through other relevant experience.
Class Format: studio Requirements/Evaluation: 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 Prerequisites: THEA 103 or, for students with significant prior theatrical experience, permission of instructor Enrollment Limit: 14 Expected Class Size: 10 Enrollment Preferences: students intending to major in Theatre Dept. Notes: this course is a prerequisite for THEA 306
Distributional Requirements: Division 1
Other Attributes: PERF Interdepartmental Electives

Not Offered Academic Year 2016
STU Instructor: Robert Baker-White

THEA 205(F) The Actor's Instrument
Building on the Stanislavski-based imagination and characterization skills cultivated in Acting I, this course will focus on developing the actor's physical instrument, ensemble awareness and composition skills to stage scenes from plays that use highly poetic language. The physical regimen will combine the six core disciplines of the Suzuki Method of Actor Training with elements of Hatha Yoga, Barba's "Danza del Viento", rudimentary Viewpoints, vocal exercises based on the resonator work of Meredith Monk and Roy Hart, Alexander Technique and Skinner-based speech drills. As the poetic body and awareness of each other expands, students will work individually and in groups to apply their newfound physicality and perceptions to Shakespearean texts with progressively more time dedicated to composition work, monologues and scenes as the course progresses.
Class Format: studio Requirements/Evaluation: attendance (40%), degree of committed participation, preparation in exercises and performance (40%), process writing (midterm and final) (20%) Prerequisites: THEA 101 or THEA 103 or, for students with significant prior theatrical experience, permission of the department Enrollment Limit: 14 Expected Class Size: 14 Enrollment Preferences: students intending to major in Theatre Dept. Notes: equivalent to THEA 204
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 TF 01:10 03:50 Instructor: Kameron Steele

THEA 206(S) Process and Aesthetic of the Actor
This course will focus on developing two specific areas integral to the actor's craft: process and aesthetic. Different approaches towards the development of an actor's process will be examined: such as self-care, warming-up, character development, rehearsal etiquette and performance ritual. Scene study in a range of styles and genres, from classical to contemporary, Becket to Deavere Smith, "outside in" to "inside out" will be utilized to develop and identify each

actors unique aesthetic. In addition to committed participation in class, students will be expected to complete some modest reading and writing assignments.
Class Format: studio **Requirements/Evaluation:** in addition to committed, focused and positive class participation and scene study work, students will be expected to complete some modest reading and writing assignments **Prerequisites:** THEA 101 or THEA 103 or, for students with significant prior theatrical experience, permission of instructor **Enrollment Limit:** 14 **Expected Class Size:** 10 **Enrollment Preferences:** students intending to major in Theatre **Dept. Notes:** equivalent to THEA 204
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 MW 11:00 12:50 Instructor: Kristen van Ginhoven

THEA 208(F,S) Shakespearean Comedy (W) **Crosslistings:** ENGL 208/THEA 208
Among Shakespeare's most beloved, delightful, and fascinating plays are four comedies: *A Midsummer Night's Dream, As You Like It, Twelfth Night*, and *Much Ado About Nothing*. This seminar examines the language, theatricality, characterization, and comic elements through close scrutiny and discussion. We'll also consider Falstaff, in *Henry the Fourth*, as a comic hero. Students will present brief seminar reports, memorize a few brief passages, and write four 5-page essays, to be discussed with the instructor individually and revised. The essays and discussions will test various theories of comedy and concentrate on Shakespearean language. This is a Gateway course for English majors and possible majors. It is writing intensive.
Class Format: seminar **Requirements/Evaluation:** four 5-page papers, brief seminar reports **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** lottery
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL 200-level Gateway Courses

Fall 2015
SEM Section: 01 Cancelled

Spring 2016
SEM Section: 01 MWF 09:00 09:50 Instructor: Robert Bell

THEA 209(F) Public Speaking: Traditions and Practice **Crosslistings:** AFR 202/THEA 209
Effective oral communication skills are necessary for any student, regardless of major or area of concentration. This course is designed to give students an introduction into the fundamentals of oral communication. We will discuss the critical role of both speakers and listeners within the transactional process of communication. Together we will explore African American oratorical traditions through viewing, listening to, and reading speeches from notable figures such as Frederick Douglass, Fannie Lou Hamer, Barak Obama, and many others. With an emphasis placed on Aristotelian and African American rhetorical methods of persuasion, evidence-based research, and organization, students will gain a better understanding of what it means to be an ethical and responsible communicator. Students will give three formal speech presentations with a focus on informative and persuasive elements. Through discussions, lectures, activities, readings, and speech presentations, students will develop meaningful skills to effectively communicate in the public setting.
Class Format: seminar **Requirements/Evaluation:** students will give three formal speech presentations with a focus on informative and persuasive elements; through discussions, lectures, activities, readings, and speech presentations, students will develop meaningful skills to effectively communicate **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** first-year and sophomore students. **Distribution Notes:** meets Division 2 requirement if registration is under AFR; meets Division 1 requirement if registration is under THEA
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 TR 08:30 09:45 Instructor: VaNatta Ford

THEA 214 Playwriting (W) **Crosslistings:** THEA 214/ENGL 214
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 and respond to each other's work on a weekly basis, and to present their own work regularly. At the end of the term, we will share our collaborative work with the community as part of an open studio experience.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on attendance, completion of all class assignments, and class participation **Prerequisites:** none **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** Theatre and English majors
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Mona Mansour

THEA 228 Theatrical Self-Production the Cartographic Imagination
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.
Class Format: seminar **Requirements/Evaluation:** students will contribute to the creation of a final performance piece by the group as a whole; evaluation based on committed class participation, contribution to the collective work of the class, group and individual presentations, and self-evaluation **Prerequisites:** none; students from a broad range of curricular disciplines are welcome, but some prior experience in theatre or theatre studies is perferable **Enrollment Limit:** 16 **Expected Class Size:** 12 **Enrollment Preferences:** the instructors will seek to balance the course by level of prior theatrical experience
Distributional Requirements: Division 1
Other Attributes: EXPE Experiential Education Courses

Not Offered Academic Year 2016
SEM Instructor: David Eppel

THEA 229(F) Modern Drama **Crosslistings:** THEA 229/ENGL 202/COMP 202
An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *Three Sisters*; Shaw, *Heartbreak House*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Beckett, *Waiting for Godot*; Miller, *Death of a Salesman*; Pinter, *The Homecoming*; Churchill, *Cloud Nine*; and Stoppard, *Arcadia*.
Class Format: lecture **Requirements/Evaluation:** two 5-page papers, regular journal entries or postings, and active participation in class discussions **Prerequisites:** none **Enrollment Limit:** 18 **Expected Class Size:** 18 **Enrollment Preferences:** English and Theatre majors and students who have taken an English or Theatre course **Dept. Notes:** satisfies the THEA 248 requirement for Theatre major **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories C

Fall 2015
SEM Section: 01 Cancelled

THEA 236 Political Theatre Making
Placing twentieth-century theatricality in the context of its historical roots in Western theatre, this course will examine a broad range of types of protest movements. From the biting observations of the British class system by playwrights such as Oscar Wilde, Noel Coward, and John Osborne, to mid-century American political writers such as Clifford Odets and Edward Albee, and Italy's Dario Fo, to the relentless satire of contemporary South African performers such as Pieter Dirk-Uys, we will investigate dramatic writing and performance style as aspects of social and political resistance. Other groups studied may include the protest theatre of Johannesburg's Market Theatre, Luiz Valdez's Teatro Campesino, and a younger generation of post-apartheid experimentation in multi-ethnic South African theatre.
Class Format: seminar **Requirements/Evaluation:** a semester-length research project, including a substantial paper, based on the hypothetical creation of a theatre company within specific historical, social, and political contexts **Prerequisites:** none, though first-year students must get permission of instructor **Enrollment Limit:** 15
Distributional Requirements: Division 1
Other Attributes: PERF Interdepartmental Electives

Not Offered Academic Year 2016
SEM

THEA 241 Performing Masculinity in Global Popular Culture (D) **Crosslistings:** WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes — had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.
Class Format: seminar **Requirements/Evaluation:** masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 8-10 page final paper, short field trip reaction essay **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** in the event of over-enrollment, a short statement of interest will be solicited **Distribution Notes:** meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: EXPE Experiential Education Courses LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Gregory Mitchell

THEA 243(S) Opera Since Einstein (W) **Crosslistings:** MUS 244/THEA 243
After 400 years, we might assume we know what "opera" is. However, in recent decades the genre has moved far beyond our preconceptions. This course asks us to examine opera of the last forty years with fresh eyes and ears, expanding our understanding of the term to include the interdisciplinary, multimedia, cross-cultural work that has been created by composers, directors (Peter Greenaway, Peter Sellars, Robert Wilson), filmmakers, choreographers, and visual artists in that period. Using the 1976 premiere of Philip Glass's seminal *Einstein on the Beach* as a starting point, we will examine such diverse works as Adams's *Nixon in China* and *The Death of Klinghoffer*, Glass's *Satyagraha*, Tan Dun's *Marco Polo*, Neuwirth's *Lost Highway*, Unsuk Chin's *Alice in Wonderland*, Andriessen's *Writing to Vermeer*, Ades's *Powder Her Face*, Muhly's *Two Boys*, Monk's *Atlas*, and Ashley's television opera, *Perfect Lives*. We will also seize the opportunity to study Greenstein's new opera project, concurrently under development for production during the semester.
Class Format: discussion/lecture **Requirements/Evaluation:** evaluation based on 3 papers (6, 8, and 12 pages in length) and on class participation; drafts of two of these papers will be required **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** none
Distributional Requirements: Division 1 Writing Intensive

Spring 2016
LEC Section: 01 MR 01:10 02:25 Instructors: W. Anthony Sheppard, Judd Greenstein

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. Two small practical projects, eight drafting projects and two exams form the majority of the evaluation elements for this course.
Class Format: lecture/lab **Requirements/Evaluation:** completion of weekly projects, mid-term and final exam; participation in production **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores and juniors
Distributional Requirements: Division 1

Fall 2015
LEC Section: 01 TR 09:55 11:10 Instructor: Cosmo Catalano
LAB Section: 02 W 01:10 03:50 Instructor: Cosmo Catalano

THEA 245 (Re)presenting Sex: Shakespeare on Page and Stage **Crosslistings:** EXPR 245/THEA 245/WGSS 245
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*.
Class Format: lecture/discussion, with additional periods set aside for scene presentation **Requirements/Evaluation:** evaluation will be based on several short papers and 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 **Prerequisites:** none; students wishing to enroll as Acting Students should consult with instructors **Enrollment Limit:** 20 **Expected Class Size:** 15 **Distribution Notes:** meets Division 1 requirement if registration is under EXPR or THEA; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Robert Baker-White

THEA 248(S) The Modern Theatre: Plays and Performance **Crosslistings:** THEA 248/COMP 248/ENGL 234
This seminar will examine major trends in global theatre and performance from the turn of the nineteenth century through the postwar period. We will explore a variety of national traditions, comparing and positioning works in the context of revolutionary transformations of theatre practice. Artists to be considered may include: Strindberg, Ibsen, Wilde, Chekhov, Shaw, Pirandello, Treadwell, Artaud, O'Neill, Hughes, Stein, Williams, Hansberry, Al-Hakim, Brecht, Beckett, Abe, Genet, Soyinka, Pinter, Albee, Wilson, Gambaro, and Fornes. Although emphasis will be given to textual analysis and close reading, we will also consider trends in acting, directing, design, theatre architecture and the actor/audience relationship whenever possible.
Class Format: seminar **Requirements/Evaluation:** two five-page papers; two "deep-reading" responses; active participation in class discussion; attendance at selected Theatre Department and Center Series productions **Prerequisites:** none **Enrollment Limit:** 18 **Expected Class Size:** 10 **Enrollment Preferences:** Theatre, English and Comparative Literature majors
Distributional Requirements: Division 1

Spring 2016
SEM Section: 01 TR 11:20 12:35 Instructor: Amy Holzapfel

THEA 250T Gender, Sexuality and the Modern Stage (D) (W) **Crosslistings:** THEA 250/ENGL 253/WGSS 250/COMP 247
This interdisciplinary tutorial explores aspects of gender sexuality, performativity, and representations of the body in modern theatre and art. Close analysis of plays by dramatists—such as Sophie Treadwell, Lillian Hellman, Caryl Churchill, Milcha Sanchez-Scott, Ntozake Shange, Tony Kushner, Tim Miller, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, Tarell McCraney, and Sarah Kane—will occur alongside consideration of works by both artists and celebrities, such as Cindy Sherman, Karen Finley and Lady Gaga. Our approach to this varied material will be comparative and will be enriched by readings of select work by contemporary theorists, such as Judith Butler, bell hooks, Cherríe Moraga, Eve K. Sedgwick, and Donna Haraway. 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.
Class Format: tutorial **Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** majors in Theatre, English or Women's, Gender and Sexuality Studies **Distribution Notes:** meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS **Extra Info:** emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: PERF Interdepartmental Electives WGSS Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Amy Holzapfel

THEA 262 Performing Greece and Rome **Crosslistings:** CLAS 262/THEA 262/COMP 270
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.
Class Format: seminar **Requirements/Evaluation:** 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 **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 10 **Enrollment Preferences:** 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
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Meredith Hoppin

THEA 275T(S) American Drama: Hidden Knowledge (W) **Crosslistings:** THEA 275/COMP 275/ENGL 224/AMST 275
The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machievelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Edward Albee, Suzan-Lori Parks, Sarah Ruhl, Sam Shepard, Eugene O'Neill, Arthur Miller, David Mamet, Amy Herzog, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.
Class Format: tutorial **Requirements/Evaluation:** weekly papers/response papers; weekly meeting with instructor and tutorial partner **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** Theatre majors, English majors **Distribution Notes:** meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under AMST **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives

Spring 2016
TUT Section: T1 TBA Instructor: Robert Baker-White

THEA 284 Writing for Film, Video, and Performance (W) **Crosslistings:** ARTS 284/THEA 284
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, essay films, and explore the use of language and syntax of these forms in relation to, and in contrast with, popular cultural forms. The second half of the course will focus primarily on narrative screenwriting. The main goal of this course is to identify and generate a thematic, tonal, and narrative sensibility that is specific to each student. Students will create monologues, voiceovers, screenplays and avant-garde forms, and will also write several response papers about the use of language in film, video, and performance.
Class Format: studio **Requirements/Evaluation:** grades will be based on in-class writing, weekly assignments, participation in workshop discussion and critiques, and video-sketches that visually demonstrate ideas generated through writing **Enrollment Limit:** 19 **Expected Class Size:** 10 **Enrollment Preferences:** students will be asked for writing samples
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
STU Instructor: Joshua Thorson

THEA 302T Scenic Design and Experimental Performance **Crosslistings:** THEA 302/ARTS 221
The artistic, intellectual, and practical roles of a set designer vary widely, from the spectacle of Broadway to the do-it-yourself ingenuity of downtown theater. In contemporary experimental theater designers are essential parts of the ensemble, contributing equally to devised work alongside directors, writers, performers and dramaturgs. Design is not viewed as a response to the script, but rather an initial condition: a world whose creation describes the limits of the play while also providing the necessary components for that play to exist. In this way the act of designing and the act of devising can be seen as inextricably entwined—even interchangeable. This course explores a range of techniques and methodologies utilized to create stage environments in traditional and experimental modes. Grounded in textual analysis and research, and emphasizing process, critique, and revision, we will create theoretical stage designs in response to a variety of performance texts. These may include plays, musicals, operas, physical- and dance-theater, and other work that is deeply grounded in the physicality of performer, spectator and performance environment. Emphasis will be on sketching and model-making as the primary means for developing and communicating design ideas Drafting and digital tools will also be factors in course work, which will include training and mentorship in all materials and craft.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based upon committed class participation in discussion and critique, as well as thoughtful, timely completion of all assignments and projects **Prerequisites:** THEA 201 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 6 **Enrollment Preferences:** Theatre and Art majors **Dept.**

Notes: this course does not count toward the Art major **Extra Info:** may not be taken on a pass/fail basis **Materials/Lab Fee:** lab fee of $125 to be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2016
TUT Instructor: David Gurcay-Morris

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.The course will use texts and scores of plays, musicals, opera and dance to discover and evaluate the lighting design process. There will be primary source and supplemental technical readings for each class meeting. The class format will be a combination of lectures, discussions and practical labs.
Class Format: lecture/lab **Requirements/Evaluation:** 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 project **Prerequisites:** THEA 201 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 8
Distributional Requirements: Division 1

Spring 2016
LEC Section: 01 TR 09:55 11:10 Instructor: Natalie Robin
LAB Section: 02 W 01:10 03:50 Instructor: Natalie Robin

THEA 305(S) Costume Design **Crosslistings:** THEA 305/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.
Class Format: studio **Requirements/Evaluation:** 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 **Prerequisites:** successful completion of any 200-level course in any of the fine or performing arts or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** Theater and Art Studio, sophomores and juniors **Dept. Notes:** does not satisfy any requirements for the Art major **Extra Info:** 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
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 MR 01:10 03:50 Instructor: Deborah Brothers

THEA 306(F) Acting III: Physical Theatre and Body Language
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,this course will hone artistic skills for performance and improve students' confidence in their interactions with other people.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on committed participation in class, and preparation and performance of assigned material **Prerequisites:** permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 MR 01:10 02:25 Instructor: Omar Sangare

THEA 307 Stage Direction
An introduction to the resources available to the Stage Director for translating interpretive concepts into stageworthy physical realization. Kinetic and visual directorial controls, as well as textual implications and elements of dramatic structure, 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.
Class Format: studio **Requirements/Evaluation:** evaluation will be based principally on committed participation in the preparation and performance of production exercises; there will be some written assignments, including the assembly of directing production books and critiques of several productions **Prerequisites:** THEA 103 and THEA 201 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 8 **Enrollment Preferences:** those who have also taken THEA 204
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: David Eppel

THEA 308(F) Directing
This course is geared towards those who aspire to carry out a directorial vision for an audience. We will explore the defining creative concept, selecting dramatic material, analyzing text, working on dramatic structure, and making artistic choices in aspects of production design and acting. The class will conclude with a final project in which students will create a brief stage performance, a piece of performance art, or a short stage play designed for a video recording.
Class Format: studio **Requirements/Evaluation:** evaluation will be based on committed participation in research and class discussions, general progress in the creative process, and quality/effectiveness of the final project **Prerequisites:** at least one class taken in the theatre department, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** those who have also taken any other class in the Theatre department
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 MR 02:35 03:50 Instructor: Omar Sangare

THEA 317(S) Black Migrations: African American Performance at Home and Abroad
Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A
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. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.
Class Format: seminar/discussion **Requirements/Evaluation:** evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report
Prerequisites: none; open to all **Enrollment Limit:** 15 **Expected Class Size:** 10
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Rashida Braggs

THEA 322(S) Race, Gender, and Performance from Literature to Social Media (D)
Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322
What different conversations around the topic of "diversity" might be had if we think of race, gender, and sexuality as performative? How might the analytic of performance equip us in this course to identify marginalized modes of being and to enact anti-xenophobic strategies for everyday practice? In this course we will study multiple forms of contemporary performance (including performance art, visual art, sound art, social media, literature, politics, and performance of everyday life) by artists of diverse racial, gender, and sexual identification to think about belonging and alternative forms of world-making.
We will explore these questions in a United States context through engagement with cultural texts that destabilize ideological binaries of female/male, black/white, heterosexual/homosexual, subject/object, and human/non-human, including scholarship in critical ethnic studies, queer of color critique, and affect studies. We will begin with linguistic philosopher J.L. Austin's theory of the performative speech act, and proceed with theorists including Judith Butler and José Esteban Muñoz to consider gender and racial performativities. Artists studied will range from the conceptual (including Adrian Piper, Nao Bustamante, and Yoko Ono) to the popular (including Rihanna, Miley Cyrus, R. Kelly). This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces? This EDI course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.
Class Format: seminar **Requirements/Evaluation:** in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Distribution Notes:** meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses LATS Comparative Race + Ethnic Studies Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Vivian Huang

THEA 325T A Room that Pretends to be Another Room: Scenography in Theory and Practice
How have designers and directors thought about theatrical space? How successfully have their theories aligned with their practice? How are the ideas of the great European and American scenographers being re-imagined, reused, or abused on today's stages? In this tutorial we will take a hybrid approach to the study of scenography, blending theoretical, historical, and critical readings about stage design with a studio component that focuses on formulating an artistic response to those ideas. Our study of scenography will span a hundred years from Robert Edmund Jones to Nature Theater of Oklahoma, examining the ideas of Josef Svoboda, Bertolt Brecht and Caspar Neher, Mielziner, Lee, and Conklin; Wilson, Foreman, and The Wooster Group; and contemporary New York experimental theater. Assignments will alternate between writing short papers and creating preliminary scenic designs; both done in response to the designers or periods being examined in the readings. Introductory drawing and/or some scale model-making experience would be useful, but is not absolutely required.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on critical analysis & discussion of readings, and active participation in critiques of creative work; assignments will consist of response papers alternating with design projects **Prerequisites:** one of the following: THEA 101, THEA 201 (ARTS 201), THEA 248, ARTS 100; or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 6 **Enrollment Preferences:** Theatre majors **Extra Info:** that include visual research, sketches and/or scale models; there will be a final public presentation or display of all students' work at the end of the semester may not be taken on a pass/fail basis **Materials/Lab Fee:** fee of up to $100 for materials and copying to be added to student term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2016
TUT Instructor: David Gurcay-Morris

THEA 330(F) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City
Crosslistings: THEA 330/COMP 330/AMST 331

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafrcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Briton*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.
Class Format: seminar Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance Prerequisites: none Enrollment Limit: 12 Expected Class Size: 10 Enrollment Preferences: none Distribution Notes: meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: Deborah Brothers

THEA 335 The Culture of Carnival (D) Crosslistings: THEA 335/COMP 338
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.
Class Format: studio Requirements/Evaluation: 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. Prerequisites: none Enrollment Limit: 20 Expected Class Size: 18 Enrollment Preferences: sophomores and first-year students
Distributional Requirements: Division 1 Exploring Diversity

Not Offered Academic Year 2016
STU Instructor: Deborah Brothers

THEA 339 Introduction to Dramaturgy: The Art of Classical Adaptation
The dramaturg is an important collaborator in the theatrical production process, playing the multi-faceted role of historian, cultural critic, audience educator, and overall supporter of the production team. Working closely with the director, the dramaturg helps to shape a production and facilitate the demanding process of creating a world on stage. This course will introduce students to the fundamentals of production dramaturgy, applying our study of the practice to the topic of classical adaptation and translation. Sophocles' *Antigone* and Euripides' *Hippolytus* will serve as two of our foundational texts, from which we'll consider adaptations by Racine, Anouilh, Brecht, Gambaro, and LeCompte. We'll also view how modern directors have interpreted the classics through unique productions, such as Breuer's *The Gospel at Colonus*, Brook's *Mahabharata*, Mnouchkine's *Les Atrides*, and Ninagawa's *Medea*.
Class Format: seminar; assignments will be project-based and will range from making image boards to writing program notes Requirements/Evaluation: 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 Class Size: 10 Enrollment Preferences: Theatre majors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Amy Holzapfel

THEA 342 Solo Performance
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*.
Requirements/Evaluation: students will identify an historical figure on which to base their final monologues, and the work will entail intensive study of that person Prerequisites: THEA 103 or permission of instructor Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Theatre majors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: David Eppel

THEA 345 Contemporary Theatre and Performance Crosslistings: THEA 345/ENGL 349/COMP 355/AMST 345
As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on it today's theatre and in performance now? 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 roughly 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 and groups to be considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Edward Albee, Sam Shepard, David Mamet, Caryl Churchill, Tony Kushner, David Henry-Hwang, Suzan-Lori Parks, Sarah Kane, Will Eno, Richard Maxwell, Annie Baker, and others.
Class Format: seminar Requirements/Evaluation: evaluation will be based on written and dramaturgical-based assignments, an oral presentation, as well as in-class discussions and a creative writing and/or performance project Prerequisites: none Enrollment Limit: 18 Expected Class Size: 15 Enrollment Preferences: Theatre, Art History, English or Comparative Literature majors Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Amy Holzapfel

THEA 346 To Be Or Not To Be: Theatrical Decision-Making
In this advanced acting course, students will examine a wide range of motivations, decisions, mistakes, and consequences that dramatic characters encounter. Through discussions and analysis of selected play, students will find key moments that define tragedy, and will explore the ways in which characters change their behavior to resolve conflict. How do characters respond to problems? Could they make better choices? What can we change about our own decision-making? How do we protect ourselves from mistakes? Fundamental dilemmas will be examined through theory and improvisation. The results of our exploration will be presented in a final performance. This theatrical experience will prepare students for future challenges on the stage of life.
Class Format: studio Requirements/Evaluation: evaluation will be based on committed participation in class, and preparation and performance of assigned material Prerequisites: None Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: Theatre majors
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Omar Sangare

THEA 350(S) Devised Performance Studio Crosslistings: THEA 350/ARTS 250
This course offers students a hands-on experience of devising new performance work as an ensemble. Through an examination of innovative, non-traditional models for performance creation used by contemporary theater and art collectives (including Théâtre du Soleil, Complicite, Nature Theatre of Oklahoma, Elevator Repair Service, Big Art Group, The Civilians, The T.E.A.M., and National Theater of the United States of America), this class will form its own unique structure for developing and producing a new theatrical performance. A major emphasis of the course will be on experiential education, which provides an invaluable opportunity to encounter firsthand the highly complex relationships present in collaborative creation. The course will also include guest classes with practitioners from the profession and other members of the Departments of Theater, Music, and Art, who can provide a fuller range of skills for the student ensemble to utilize during the devising process. Work-in-progress presentations spaced regularly throughout the semester will provide opportunities to receive feedback from small, invited audiences, as well as the opportunity to learn how to process and apply that critique to an ongoing creative process. At the end of the semester the accumulated work will have a public presentation in a workshop format.
Class Format: studio Requirements/Evaluation: participation, indiv. presentations, contribution to group work, self-evaluation Prerequisites: none Enrollment Limit: 14 Expected Class Size: 10 Enrollment Preferences: the instructors will balance the course by level of prior theatrical experience Extra Info: students will contribute to the creation and presentation, by the group as a whole, of a newly devised performance piece
Distributional Requirements: Division 1

Spring 2016
STU Section: 01 TF 01:10 03:50 David Gurcay-Morris

THEA 355(F,S) Advanced Practicum
This independently designed practicum offers an opportunity for students to gain practical, hands-on experience in theatre at an advanced level by receiving course credit for serving as an assistant to a faculty member on a Theatre Department production. Students interested in assisting a faculty member or guest artist on a production in any non-acting capacity—directing, design (costume, lighting, multimedia, scenic, sound), dramaturgy, or technical management—may enroll in the Advanced Practicum, pending the approval of a designated faculty advisor as well as the Department Chair. Working closely with the faculty advisor, the student will both serve as an assistant on the production and design a curriculum of readings and assignments intended to complement the experience of the assistantship. If funding allows, practitioners in the professional theatre will be invited as guest evaluators. Though the nature of each assistantship will vary according to the demands of each production, the experience of the assistantship will ideally simulate that which a student might undertake within the professional theatre.
Class Format: studio Requirements/Evaluation: research, attendance at rehearsals, studio work, & final portfolio; research, attending weekly production meetings, rehearsals, studio work, and final portfolio, as well as other tasks determined by the faculty advisor Prerequisites: THEA 101 Enrollment Limit: 4 Expected Class Size: 2 Enrollment Preferences: Theatre majors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
STU Section: 01 TBA Instructor: Robert Baker-White

Spring 2016
STU Section: 01 TBA Instructor: Amy Holzapfel

THEA 360 The Body as Book: Memory and Reenactment in Dance & Theater
Crosslistings: THEA 360/DANC 303/COMP 360
What does it mean to conceive of the body as a book? This unique interdisciplinary studio/seminar course examines how dance and theater channel, preserve and transmit stories and cultural memory through individual and collective bodies. Dance and theater are traditionally defined as ephemeral arts, bounded by the limits of linear time and space. Yet, as Rebecca Schneider writes, "time is decidedly folded and fraught." Repetition and reenactment are forms of remembering, and performance is often not what disappears but what remains.How do we pass on knowledge in visceral and affective ways? What is a "repertoire"? What are the benefits and risks of continuity over time?
Taught as part of the Books Unbound curricular initiative, and in conjunction with the opening of the Sawyer-Stetson Library, the course will complete a project in which the class "embodies" material, first by exploring stories embodied by individual members of the class, and then by translating them through performance by the collective, culminating in dance/theatre pieces performed in the new library. Over the term, we will also study modern and contemporary American artists, such as: Martha Graham, The Wooster Group, Alvin Ailey, Meredith Monk, Anne Bogart, Ralph Lemon, Elevator Repair Service, Bill T. Jones, Marina Abramovic, José Limon, and Suzan-Lori Parks. We will also collaborate with professional artists invited to Williams to create and present dance and theater pieces in the new library.
Class Format: studio/seminar Requirements/Evaluation: evaluation will be based on collaborative-based project work, individual research, writing and final performances Prerequisites: no prior dance or theatre training is required Enrollment Limit: 14 Expected

Class Size: 10 Enrollment Preferences: students majoring in Dance, Theatre, American Studies and Art
Distributional Requirements: Division 1

Not Offered Academic Year 2016
STU Instructor: Amy Holzapfel

THEA 397(F) Independent Study: Theatre
Theatre independent study
Class Format: independent study
Distributional Requirements: Division 1

Fall 2015
IND Section: 01 TBA Instructor: Robert Baker-White

THEA 398(S) Independent Study; Theatre
Theatre independent study
Class Format: independent study
Distributional Requirements: Division 1

Spring 2016
IND Section: 01 TBA Instructor: Amy Holzapfel

THEA 406(F,S) Senior Seminar: Empire and its Legacies
English theatre emerged into recognizably "modern" forms in Shakespeare's age exactly as voyages of discovery, the rise of international trade, and the advent of a new capitalist middle class offered radical challenges to existing notions of nationality, monarchy, and individual obligation and possibility. In this seminar we will begin by charting the changes in theatrical convention and practice of that period, and the sociopolitical shifts theatre was responding to and questioning. Nationhood and Empire, and their influence on changing conceptions of selfhood—in terms of class, religious belief, gender and social hierarchy—will be to the fore. Readings will likely include Christopher Marlowe's *Tamburlaine*, Shakespeare's *Henry V* and *Twelfth Night*, John Webster's *The Duchess of Malfi*, and, from the late 17th century, Aphra Behn's *The Widow Ranter*. The second half of the semester will consider the ways more recent playwrights both from Britain and from countries marked by colonialism have engaged with the continuing legacies of empire in the era of emergent globalization and postmodern conceptions of identity. Readings will include plays by Derek Walcott, David Hare, Wole Soyinka, Tom Stoppard, Caryl Churchill, Athol Fugard, and Timberlake Wertenbaker.
Class Format: seminar Requirements/Evaluation: two papers totaling about 14 pages and several shorter papers Prerequisites: limited to senior Theatre majors Enrollment Limit: 9 Expected Class Size: 9 Enrollment Preferences: Theatre majors only Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Fall 2015
SEM Section: 01 TR 09:55 11:10 Instructor: James Pethica

Spring 2016
SEM Section: 01 Cancelled

THEA 493(F) Senior Honors Thesis: Theatre
Theatre senior honors thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Fall 2015
HON Section: 01 TBA Instructor: Robert Baker-White

THEA 494(S) Senior Honors Thesis: Theatre
Theatre senior honors thesis.
Class Format: independent study Extra Info: this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

Spring 2016
HON Section: 01 TBA Instructor: Amy Holzapfel

WOMEN'S, GENDER and SEXUALITY STUDIES (Div. II)

Chair, Associate Professor SARA DUBOW

Advisory Committee: Professors: DRUXES, KENT, SCHMIDT*. Associate Professors: DUBOW, R. MANIGAULT-BRYANT, MARTIN. Lecturer: HONDERICH§. Assistant Professors: COHEN*, MITCHELL*, NJOYA. Visiting Assistant Professor: COWDEN. Bolin fellow: HUANG. 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:

Introduction to Women's, Gender and Sexuality Studies (WGSS 101)
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 program chair to see if other courses not listed here might count as electives.

Distribution Requirements
1. One of the following theory courses:

Offered 2015-2016:
WGSS 310/AFR 310/REL 310AMST 309 Womanist/Black Feminist Thought
WGSS 313/AMST 313/LATS 313 Gender, Race, and the Power of Personal Aesthetics
WGSS 330/AMST 332/COMP 339/ LATS 335/ THEA 322 Race, Gender, and Performance from Literature to Social Media
WGSS 338/AMST 339/LATS 338 Latina/o Musical Cultures

WGSS 396/ENGL394 Modern Pleasure

Not currently offered:
WGSS 236/PSCI 236 Sex, Gender, and Political Theory
WGSS 238/PSCI 239 Science, Gender and Power
WGSS 250T/THEA 250T Gender, Sexuality & the Modern Stage
WGSS 271/PHIL 271 Woman as "Other"
WGSS 272/ANTH 272 Sex and the Reproduction of Society
WGSS 306/AFR 306/AMST 306/LATS 306/COMP 304 Queer of Color Critique
WGSS 307/REL 306 Feminist Approaches to Religion
WGSS 321/PHIL 320 Recent Continental Feminist Theory
WGSS 322T/PHIL 321T Critical Theory
WGSS 327/PHIL 327 Foucault
WGSS 373/PHIL 373/PSCI 373 Antigone
WGSS 412/COMP 412/ENGL 412 Feminist and Queer Interventions in Literary Theory
WGSS 457/HIST 457 Gender, Law, and Politics in U.S. History

Or, students may petition the chair to have another course accepted.

2. Racial, Sexual, and Cultural Diversity

Majors must take at least *one* of the following:

Offered 2015-2016:
WGSS 202 Introduction to Sexuality Studies
WGSS 213T/AFR 213T Race, Gender, and the Alien Body: Octavia Butler's Science Fiction
WGSS 246/REL 246/ANTH 246/ India's Identities: Religion, Caste, and Gender
WGSS 310/AFR 310/REL 310/AMST 309 Womanist/Black Feminist Thought
WGSS 313/AMST 313/LATS 313 Gender, Race, Beauty, and the Power of Personal Aesthetics
WGSS 319/HIST 319/ASST 319 Gender and the Family in Chinese History
WGSS 330/AMST 332/COMP 339/ LATS 335/ THEA 322 Race, Gender, and Performance from Literature to Social Media
WGSS 338/AMST 339/LATS 338 Latina/o Musical Cultures
WGSS 379/HIST 379/AFR 379 Black Women in the United States
WGSS 383/HIST 383 Whiteness and Race in the History of the United States

Not currently offered:
WGSS 200/COMP 212 Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia
WGSS 211/ECON 211 Gender in the Global Economy
WGSS 249/REL 248/ASST 248/ANTH 248 Body Politics, Gender and Religion in South Asia
WGSS 256/REL 256/ANTH 256/ASST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism
WGSS 306/AFR 306/AMST 306/LATS 306/COMP 304 Queer of Color Critique
WGSS 308/HIST 308/AFR 308 Gender and Society in Modern Africa
WGSS 343T/INTR 343T/AMST 343T/AFR 343T Representations of Racial-Sexual Violence from Enslavement to Emancipation
WGSS 378/HIST 378 The History of Sexuality in America
WGSS 382/LATS 382/HIST 382 Latina/o Politics
WGSS 386/HIST 386/LATS 386 Latinas in the Global Economy: Work, Migration, and Households

Or, students may petition the chair to have another course accepted.

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

You can find general study away guidelines for Women's, Gender and Sexuality Studies here.

WGSS 101(F,S) Women's, Gender and Sexuality Studies (D) (W)
This discussion and lecture course introduces students to a range of issues, theories, and controversies within feminism, gender studies, and sexuality studies. It has several aims: to provide critical and analytical tools for thinking about gender; to explore key issues facing women and sexual minorities in the 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, homophobia, transgendered people's experiences in the US and abroad. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist, gender, and sexuality 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. During days with lectures, two sections may combine for team-teaching. Otherwise, the sections meet separately for discussion.
Class Format: lecture and seminar Requirements/Evaluation: 1 or 2 short (3 page) essay, 1 final paper proposal/abstract, 1 annotated bibliography, 1 final paper of 7-9 pages (w/revisions); evaluation will be based on these assignments and class participation Prerequisites: none
Enrollment Limit: 19 Expected Class Size: 19 Dept. Notes: required course for the Women's, Gender and Sexuality Studies major
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Margaux Cowden
SEM Section: 02 TF 02:35 03:50 Instructor: Kiaran Honderich
SEM Section: 03 TF 02:35 03:50 Instructor: Kathryn Kent

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Alison Case
SEM Section: 02 MR 02:35 03:50 Instructor: Margaux Cowden

WGSS 105(S) American Girlhoods (D) (W) Crosslistings: ENGL 105/WGSS 105/AMST 105
The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course. We will read works by such authors as Emily Dickinson, Louisa May Alcott, Harriet Jacobs, Henry James, Gwendolyn Brooks, Toni Morrison, and Monique Truong, as well as discuss such popular phenomena as Barbie and the American Girl Doll Company, Girl Scouts, and Riot Grrrrls.
This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, especially in relation to class, gender, sexuality, race and ethnicity within a U.S. context.
Class Format: seminar Requirements/Evaluation: several short papers totaling at least 20 pages; active class participation; participation in other short writing assignments Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course; WGSS majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives

Spring 2016
SEM Section: 01 MWF 11:00 12:15 Instructor: Kathryn Kent

WGSS 110T(S) The Veil: History and Interpretations (D) (W) Crosslistings: HIST 110/ARAB 215/WGSS 110
This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.
The tutorial is part of the Exploring Diversity Initiative (EDI) because it considers the veil across different cultural areas.
Class Format: tutorial Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages Prerequisites: none
Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: first years, sophomores and those with demonstrated interest in the Middle East Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group E Electives - Middle East

Spring 2016
TUT Section: T1 TBA Instructor: Magnus Bernhardsson

WGSS 129 Blacks, Jews, and Women in the Age of the French Revolution (D) (W) Crosslistings: HIST 129/WGSS 129
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. 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.
Class Format: seminar Requirements/Evaluation: 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 Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor Enrollment Limit: 19 Expected Class Size: 15-19 Enrollment Preferences: first-year students, and then sophomores, who have not previously taken a 100-level seminar
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern JWST Elective Courses

Not Offered Academic Year 2016
SEM Instructor: Shanti Singham

WGSS 152(F) The Fourteenth Amendment and the Meanings of Equality (D) (W) Crosslistings: HIST 152/WGSS 152
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.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class discussion, three short analytical papers, and a final research paper **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 19 **Expected Class Size:** 15-19 **Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Enactment/Applications in Institutions

Fall 2015
SEM Section: 01 TF 02:35 03:50 Instructor: Sara Dubow

WGSS 177(F) Gender and Sexuality in Music (D) **Crosslistings:** MUS 177/WGSS 177
This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 20th and 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing.
We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class further inform these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.
This course fulfills the EDI requirement, owing both to its comparative approach and its focus on issues of power and privilege.
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, one performance-analytical paper, midterm, interview project, and final paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** students with some musical experience **Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity

Fall 2015
LEC Section: 01 MR 01:10 02:25 Instructor: Corinna Campbell

WGSS 178T Marriage and the American Nation (W) **Crosslistings:** HIST 178/WGSS 178
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.
Class Format: tutorial **Requirements/Evaluation:** students meet in wkly 1-hr sessions with the instructor & a classmate; each wk, students will alternate between writing a 5- to 7-pg paper on the assigned readings (presented orally in class) & writing & presenting a 2-pg critique of classmate's paper **Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** sophomores, and then first-year students who have not previously taken a 100-level tutorial **Extra Info:** the course will conclude with a final paper that examines one of the issues raised in class in greater depth may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not Offered Academic Year 2016
TUT Instructor: Sara Dubow

WGSS 200 Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (D)
Crosslistings: COMP 212/WGSS 200
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 Bjork), 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 Hoeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson and Tomas Vinterberg. *All readings and discussions in English.*
Class Format: seminar **Requirements/Evaluation:** active participation, two short papers, an oral presentation, and a final paper **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Comparative Literature and Women's, Gender and Sexuality Studies majors and those with compelling justification for admission **Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
SEM Instructor: Brian Martin

WGSS 201 War and Resistance: Two Centuries of War Literature in France, 1804-2004
Crosslistings: RLFR 202/WGSS 201
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.*
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper **Prerequisites:** exceptional performance in RLFR 105; strong performance in RLFR 106 or 107; successful performance in RLFR 201 or 203; or by French placement exam; or by permission of instructor. **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission **Distribution Notes:** meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Brian 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, Butler, Sedgwick, Warner, Berlant, Stryker, Puar, Ferguson, Muñoz, Freeman, El-Tayeb, Halberstam, Crimp, Lorde, Najmabadi, 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.
Class Format: discussion **Requirements/Evaluation:** 5-page paper, paper proposal and annotated bib, 8- to 10-page final paper, glow posts and other short informal writings **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2016
SEM Section: 01 TF 02:35 03:50 Instructor: Kathryn Kent

WGSS 203 Chicana/o Film and Video (D) **Crosslistings:** LATS 203/ARTH 203/WGSS 203/AMST 205
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.Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the media, the course fulfills the Exploring Diversity Initiative's themes of critical theorization and power and privilege.
Class Format: film screenings will be scheduled as a lab **Requirements/Evaluation:** evaluation will be based on one short paper, mid-term exam, final exam and take home essays **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Distribution Notes:** meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ARTH post-1600 Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Not Offered Academic Year 2016
LEC Instructor: C. Ondine Chavoya

WGSS 204 The Experience of Sexuality: Gender & Sexuality in 20th-century American Memoirs (D) **Crosslistings:** WGSS 204/COMP 244
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 Anzaldùa, 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.
Class Format: seminar **Requirements/Evaluation:** intensive reading; active class participation; two 5-page papers and final 10-page paper **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 15 **Enrollment Preferences:** Women's Gender & Sexuality Studies majors **Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Margaux Cowden

WGSS 205 Gender and Economics **Crosslistings:** ECON 203/WGSS 205
This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.
Class Format: lecture/discussion **Requirements/Evaluation:** weekly discussion papers, two midterms, and a final paper and presentation **Prerequisites:** ECON 110 **Enrollment Limit:** 25 **Expected Class Size:** 25
Distributional Requirements: Division 2
Other Attributes: FYCR Open to First-Year Students POEC U.S. Political Economy + Public Policy Course

Not Offered Academic Year 2016
LEC Instructor: Lucie Schmidt

WGSS 206(S) Shakespeare, Sex, and Power **Crosslistings:** ENGL 201/WGSS 206
Writing at a time of enormous social, religious, and political upheaval, Shakespeare is remarkably astute about the power of sex and the allure of power. To what extent or in what ways do his all-male cast, cross-dressed heroines, and sonnets to a young man and a dark lady embody or contest social norms, gender roles, and the power structure? Looking closely at Shakespeare's language and literary and dramatic forms, this course will examine some of his most erotic and powerful works: *Romeo and Juliet, As You Like It, Much Ado about Nothing, Sonnets, Hamlet, Othello*, and *Antony and Cleopatra*. We will also watch scenes from recent films to explore differences between theater and cinema, early modern and contemporary views of gender and sexuality, popular culture and high art.
Class Format: seminar **Requirements/Evaluation:** two 5-page papers and a final exam **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** English and WGSS majors and potential majors
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories A

Spring 2016
SEM Section: 01 MWF 11:00 12:15 Instructor: Ilona Bell

WGSS 209(S) Poverty in America **Crosslistings:** PSCI 209/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 dangers to individuals as well as the 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?
Class Format: lecture/discussion **Requirements/Evaluation:** class participation, two or three short papers, and a final paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors and concentrators in Public Health
Distributional Requirements: Division 2
Other Attributes: PHLH Decision-Making by Institutions + Individuals PHLH Social Determinants of Health POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Spring 2016
LEC Section: 01 TF 01:10 02:25 Instructor: Cathy Johnson

WGSS 210 Culture and Incarceration **Crosslistings:** PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210
This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives.
Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.
Class Format: seminar **Requirements/Evaluation:** attendance and active participation (10%); collective/group presentations (30%); four 5-page double spaced e-papers (60%) **Prerequisites:** none **Enrollment Limit:** 15 **Enrollment Preferences:** juniors and seniors, or sophomores with permission of instructor
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora JLST Enactment/Applications in Institutions

Not Offered Academic Year 2016
SEM Instructor: Joy James

WGSS 211 Gender in the Global Economy **Crosslistings:** WGSS 211/ECON 211
This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in poor countries. The course will start by developing theoretical resources: these will include feminist critiques of economics theory, work on care labor and the shifting boundaries between markets, governments and households, theories of household bargaining, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and the 'invisible assembly line'; the economics of sex work and global sex trafficking; microcredit; the economics of the HIV/AIDS pandemic. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for first-world/third-world alliances.
Class Format: lecture/discussion **Requirements/Evaluation:** reaction papers, midterm exam, research paper;participation in class discussion will count for part of the grade **Prerequisites:** none **Enrollment Limit:** 30 **Expected Class Size:** 20 **Enrollment Preferences:** Women's, Gender and Sexuality Studies majors **Extra Info:** additional requirements: two oral responses to seminar papers; two 2-page seminar response papers; one response to a peer's final paper
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
SEM Instructor: Kiaran Honderich

WGSS 212(F) Ethics and Reproductive Technologies (W) **Crosslistings:** PHIL 212/WGSS 212
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, (possibly) including pre-implantation genetic (diagnosis) (PGD), 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.
Class Format: discussion **Requirements/Evaluation:** active participation in class discussions, four to five short reflection papers, and two longer papers (5-10 pages) **Prerequisites:** none, but introductory-level course in PHIL and/or WGSS highly recommended **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** Women's, Gender and Sexuality Studies majors **Dept. Notes:** meets Contemporary Value Theory requirement only if registration is under PHIL
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2015
LEC Section: 01 TF 02:35 03:50 Instructor: Julie Pedroni

WGSS 213T(S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction (W) **Crosslistings:** AFR 213/WGSS 213
Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does `gender' play in Butler's fiction? How does Butler's treatment of the `alien' cause us to reconsider what it means to be human? How does Butler incorporate `race' and the concept of `other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts `race,' `gender', `alien' and `body' are interrogated in her writings.
Class Format: tutorial **Requirements/Evaluation:** attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2016
TUT Section: T1 TBA Instructor: Rhon Manigault-Bryant

WGSS 214(F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender (D) **Crosslistings:** RUSS 213/GBST 213/WGSS 214/COMP 257
Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. For example, Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to

understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Context, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West.
This course is part of the Exploring Diversity Initiative because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.
All readings will be in English.
Class Format: seminar **Requirements/Evaluation:** active participation in class discussions, response papers based on assignments for class, 2 papers (3-5 pages each) on relevant current events in the post-Soviet world, and a final project **Prerequisites:** none **Enrollment Limit:** none **Expected Class Size:** 15 **Enrollment Preferences:** none **Distribution Notes:** meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: GBST Russian + Eurasian Studies Electives

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Julie Cassiday

WGSS 219T Women in National Politics (W) Crosslistings: INTR 219/PSCI 219/WGSS 219
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, Condoleeza Rice, Sarah Palin, Nancy Pelosi.
Class Format: tutorial **Requirements/Evaluation:** brief analytical papers and response papers for each week's readings **Prerequisites:** none **Enrollment Limit:** 10 **Enrollment Preferences:** juniors and seniors, sophomores with permission of instructor **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Joy James

WGSS 222 Modern Spanish Women: Literature and Life Crosslistings: RLSP 220/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.
Class Format: seminar **Prerequisites:** RLSP 201, by Spanish placement exam, or permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Spanish and Comparative Literature majors **Distribution Notes:** meets Division 1 requirement if registration is under RLSP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: David Colbert-Goicoa

WGSS 224 Sexuality and Seduction in Nineteenth and Twentieth-Century France (D) Crosslistings: RLFR 224/WGSS 224
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, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert. *Conducted in French*.
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper **Prerequisites:** RLFR 106 or 107; another 200-level course such as RLFR 201, 202, 203; or by placement test; or by permission of instructor **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and certificate students; Women's, Gender and Sexuality Studies majors; Comparative Literature majors and those with compelling justification for admission **Distribution Notes:** meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Brian Martin

WGSS 228(S) Feminist Bioethics (D) (W) Crosslistings: PHIL 228/WGSS 228
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.
Class Format: lecture/discussion **Requirements/Evaluation:** 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) **Prerequisites:** none, although previous coursework in WGSS is desirable **Enrollment Limit:** 19 **Expected Class Size:** 8-10 **Enrollment Preferences:** Women's, Gender and Sexuality Studies and Philosophy majors **Dept. Notes:** meets Contemporary Value Theory requirement only if registration is under PHIL
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Spring 2016
LEC Section: 01 Cancelled

WGSS 230 Gender, Sexuality, and Global HIV/AIDS (D) Crosslistings: WGSS 230/AFR 230
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 biopower 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.
Class Format: seminar **Requirements/Evaluation:** two short papers and a research paper.; class participation will form part of the grade **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Women's Gender & Sexuality Studies majors, Public Health concentrators **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: PHLH Social Determinants of Health

Not Offered Academic Year 2016
SEM Instructor: Kiaran Honderich

WGSS 231(S) Sexuality and Imperialism (D) Crosslistings: WGSS 231/COMP 234
This course takes as its central premise that the definition and experience of modern sexuality are intimately bound to nineteenth-century imperialism and its legacies. How did imperial power relations help to constitute racial and sexual categories and classifications? To what extent did sexual norms in both the colonies and European metropole contribute to the "management of empire"? In what ways can this historical and intellectual framework help us understand contemporary phenomena such as homonationalism and pink-washing? We will explore these questions through the study of novels, films, and a variety of other cultural and historical texts, ranging from Freud's *Three Essays on the Theory of Sexuality* and Foucault's *History of Sexuality* to André Gide's accounts of sexual tourism in colonial Algeria and Fanon's analysis of the devastating psychological effects of colonialism. As part of the Exploring Diversity Initiative, this class will foster an awareness of how the economic and political structures of imperialism affected sexual diversity (and vice versa), and how colonial social hierarchies created differing and unequal sexual expectations, restrictions, and freedoms in individual lives.
Class Format: seminar **Requirements/Evaluation:** two or three 3-page papers, a 6- to 8-page final essay, a presentation on the final essay topic, and engaged participation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** Women's Gender & Sexuality Studies majors **Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Exploring Diversity

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Margaux Cowden

WGSS 232(S) Approaches to Media Studies: Analyzing Mediated Difference Crosslistings: LATS 231/AMST 231/WGSS 232
Media's influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats.This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hand-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity.
Class Format: seminar **Requirements/Evaluation:** participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods **Prerequisites:** none **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality majors by seniority **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Comparative Race + Ethnic Studies Electives LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Maria Elena Cepeda

WGSS 234 Masculinities (W) Crosslistings: ANTH 234/WGSS 234
What does it mean to be a man? This course approaches masculinity in its various forms as a culturally constructed category and as an achieved aspect of social identity. We will look at characteristics of manhood as they are imagined cross-culturally: man as warrior, lover, husband, father, protector, provider, disciplinarian, abuser; we will look at how manhood is variously achieved and how it can be lost; and we will look at forms of masculinity as they articulate with modes of sexuality and gender. The course will make extensive use of cinema in exploring these themes.
Class Format: seminar Requirements/Evaluation: attendance at film screenings, active leading and participation in class discussions, two 7-page papers, final 12-page paper
Prerequisites: none; open to all Enrollment Limit: 19 Expected Class Size: 19
Enrollment Preferences: Anthropology and Sociology majors and to achieve gender balance
Distributional Requirements: Division 2 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Peter Just

WGSS 236 Sex, Gender, and Political Theory Crosslistings: PSCI 236/WGSS 236
This course offers a feminist reading of key concepts in the study of politics: freedom, justice, equality, obligation, representation, alienation, and objectification. Each of these terms will be considered in relation to problems of political exclusion and social stratification that persist in democracies, with particular attention to inequalities based on 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 an 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 science 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.
Class Format: lecture/discussion Requirements/Evaluation: one oral presentation, one response paper (1 page), and three essays (6-8 pages) Prerequisites: none Enrollment Limit: 25 Expected Class Size: 21 Enrollment Preferences: Political Science and Women's, Gender and Sexuality Studies majors
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PSCI Political Theory Courses WGSS Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Nimu Njoya

WGSS 238 Science, Gender and Power Crosslistings: PSCI 239/WGSS 238
This course considers debates in feminism about the relationship between science, gender and power in politics. On the one hand, shifting ideas about gender have influenced the development of the sciences through history: for example, some feminists argue that science has historically been premised upon a view of women as objects, not subjects, of knowledge. On the other hand, shifting ideas about 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. Do science and technology serve to transform or 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 reject 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? What kinds of alternatives to objectivity exist, and should they, too, count as "science"? Rather than treating science as a monolith, we will endeavor to understand the implications of various sciences—as practiced and envisioned 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, and Octavia Butler.
Class Format: seminar Requirements/Evaluation: three 5- to 7-page papers and class participation Prerequisites: none Enrollment Limit: 25 Expected Class Size: 21
Enrollment Preferences: Political Science majors and Women's, Gender and Sexuality Studies majors
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses WGSS Theory Courses

Not Offered Academic Year 2016
SEM Instructor: Laura Ephraim

WGSS 240 Performing Masculinity in Global Popular Culture (D) Crosslistings: WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes — had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.
Class Format: seminar Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 8-10 page final paper, short field trip reaction essay Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20
Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: EXPE Experiential Education Courses LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2016
SEM Instructor: Gregory Mitchell

WGSS 241T Sex and Gender in Ancient Greece and Rome (D) (W) Crosslistings: CLAS 241/COMP 241/WGSS 241
In the ancient Mediterranean world, sexuality and gender shaped a broad range of attitudes and actions. These categories created and reinforced difference in virtually every aspect of life, from the household to the political arena. This course examines the diverse discourses and practices around sexuality and gender in the cultures of ancient Greece and Rome, while also dismantling false assumptions about the continuity of the "classical" past with our own contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragedy and comedy (Euripides, Terence), epic (Homer, Ovid) and lyric poetry (Sappho, Catullus), novels, epitaphs, and early saints' lives, in order to gain a deeper and more complex understanding of how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological framework through which we approach those primary sources. The course fulfills the EDI requirement by providing sufficient context for students to make independent investigations of how literary and religious texts and practices engaged with political and social institutions to maintain different life courses and different systems of reckoning for the value of men's lives, women's lives, and the lives of individuals who didn't fit easily into either category. Additionally, the course will promote students' capacity to critically evaluate two past cultures that have long been important sources for intellectual and cultural traditions in the West, and which are still invoked today, sometimes misleadingly, to explain or justify positions and practices of privilege or oppression.
Class Format: tutorial Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper
Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature
Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive

Not Offered Academic Year 2016
TUT Instructor: Amanda Wilcox

WGSS 242 Women, Gender, and Sexuality in Islam Crosslistings: REL 242/ARAB 242/WGSS 242
The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.
Class Format: seminar Requirements/Evaluation: active class participation (including a presentation on the reading materials), short weekly reflections, and one final research paper (10-15 pages) Prerequisites: none Enrollment Limit: 19 Expected Class Size: 10
Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors
Distributional Requirements: Division 2

Not Offered Academic Year 2016
SEM Instructor: Saadia Yacoob

WGSS 244T(F) Actually Existing Alternative Economies (D) (W)
Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' In this tutorial we will learn and debate about some of the activities being named and built under this label, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, open source development, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century, to examples in post-Independence Africa. The ILO declared 2012 the International Year of Cooperatives and argued that they are a particularly appropriate form to African development. Is this plausible, and what role might coops play in AIDS-affected communities? Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? And finally, why is the solidarity economy now so much more advanced in other countries than the US? The course fulfills the Exploring Diversity Initiatives requirement because of its central focus on the diversity of economic institutions within and across countries.
Class Format: tutorial Requirements/Evaluation: students will meet Professor every week in pairs. Each week one student will write a 5- to 7-page essay and the other student will offer a critique Prerequisites: none; open to sophomores and above Enrollment Limit: 10
Expected Class Size: 8 Enrollment Preferences: seniors Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive

Fall 2015

TUT Section: T1 Cancelled

WGSS 245 (Re)presenting Sex: Shakespeare on Page and Stage Crosslistings: EXPR 245/THEA 245/WGSS 245
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*.
Class Format: lecture/discussion, with additional periods set aside for scene presentation Requirements/Evaluation: evaluation will be based on several short papers and 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 Prerequisites: none; students wishing to enroll as Acting Students should consult with instructors Enrollment Limit: 20 Expected Class Size: 15 Distribution Notes: meets Division 1 requirement if registration is under EXPR or THEA; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016

WGSS 246T(F) India's Identities: Religion, Caste, and Gender (D) (W) Crosslistings: REL 246/ANTH 246/WGSS 246/ASST 246
This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions — Hindu/Muslim, rich/poor, high caste/outcaste, male/female? What are the historic roots and ongoing causes that produce structural violence around these axes of difference? We pay particular attention to key moments (Partition, communal riots in Gujarat in 2003, Hyderabad in 1990, Delhi in 1984), and places (Punjab, Bengal, Jammu &b Kashmir) for our analysis of how religion, gender, and caste intersect to produce a landscape of communal violence, social hierarchy, and fragmented subjectivity in India today. We are as interested in discourses and practices that shore up these binaries as well as the third terms that attempt to transcend or diffuse them. For instance, we look at hoe Buddhism is and is not a middle path between Hindu/Muslim conflict in Indian Kashmir and how a third sex is and is not a middle term that transcends the gender binary of male/female. Our course readings include ethnographic, sociological, and historical analyses, oral histories, and more popular media that attempt to explain India's diverse and fragmented society. This course fulfills the Exploring Diversity Initiative by theorizing the ways that difference has been used to effect profound historical, social, and individual changes in India.
Class Format: tutorial Requirements/Evaluation: weekly writing assignments and tutorial attendance every week Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2015
TUT Section: T1 TBA Instructor: Kim Gutschow

WGSS 247 "Queering the Color Line": Queer Black and Latina/o Literature (D)
Crosslistings: LATS 245/COMP 249/WGSS 247/AFR 245/ENGL 245
This class takes part of its title from Siobhan Somerville's critical study published in 2000, and takes its cues, as Somerville has, from W.E.B Dubois's statement in *The Souls of Black Folk* that "the problem in the Twentieth Century is the problem of the color line." Thus, in this course, we will ask: How have Black and Latina/o critics and writers developed, critiqued, and re-imagined queer literature and queer studies to address the complexities of racialization, as well as gender, sexuality, class, disability, and citizenship? This question, and our examination of the politics of self-identification and confessionary forms, will guide our discussions throughout the course. Texts may include works by James Baldwin, Rigoberto Gonzalez, Jackie Kay, Cherrie Moraga, Cristy Road, and Tatiana de la Tierra, in addition to selections from the anthologies *Black Queer Studies*, *Gay Latino Studies: A Critical Reader*, *This Bridge We Call Home: Radical Visions for Transformation*, and others that will be available in a course reader.
Class Format: seminar Requirements/Evaluation: students will be evaluated based on participation, short essays, and a final group presentation on the queering of contemporary pop culture Prerequisites: none Enrollment Limit: 18 Expected Class Size: 16 Enrollment Preferences: Latina/o Studies concentrators Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under LATS, AFR or WGSS Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not Offered Academic Year 2016
SEM Instructor: Alma Granado

WGSS 248T(F) Carmen, 1845 to Now (D) (W) Crosslistings: MUS 278/WGSS 248
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 Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen Murdered!* and *The Naked Carmen* of 1970. We will 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.
Class Format: tutorial; 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 Requirements/Evaluation: 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 Prerequisites: none; ability to read music useful but not necessary Enrollment Limit: 10 Expected Class Size: 8 Enrollment Preferences: sophomores and juniors Dept. Notes: MUS Group A Electives—class of 2016 Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: MUS Group A Electives

Fall 2015
TUT Section: T1 TBA Instructor: Jennifer Bloxam

WGSS 249 Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) (W)
Crosslistings: REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248
This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions—-India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam—-as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross-cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.
Class Format: seminar Requirements/Evaluation: the course has weekly writing, more than 20 pages total, and there is student-faculty feedback every week including a week dedicated to a one-one writing feedback session between student and instructor Prerequisites: none Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health PHLH Reproductive, Maternal and Child Health WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
SEM Instructor: Kim Gutschow

WGSS 250T Gender, Sexuality and the Modern Stage (D) (W) Crosslistings: THEA 250/ENGL 253/WGSS 250/COMP 247
This interdisciplinary tutorial explores aspects of gender sexuality, performativity, and representations of the body in modern theatre and art. Close analysis of plays by dramatists—such as Sophie Treadwell, Lillian Hellman, Caryl Churchill, Milcha Sanchez-Scott, Ntozake Shange, Tony Kushner, Tim Miller, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, Tarell McCraney, and Sarah Kane—will occur alongside consideration of works by both artists and celebrities, such as Cindy Sherman, Karen Finley and Lady Gaga. Our approach to this varied material will be comparative and will be enriched by readings of select work by contemporary theorists, such as Judith Butler, bell hooks, Cherrie Moraga, Eve K. Sedgwick, and Donna Haraway. 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.
Class Format: tutorial Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks Prerequisites: none Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: majors in Theatre, English or Women's, Gender and Sexuality Studies Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS Extra Info: emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Exploring Diversity Writing Intensive
Other Attributes: PERF Interdepartmental Electives WGSS Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Amy Holzapfel

WGSS 251(F) Arab Women Memoirs: Writing Feminist History Crosslistings: ARAB 252/COMP 252/WGSS 251/HIST 309
This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics,

such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (*A Mountainous Journey: An Autobiography*), Fatima Mernissi (*Dreams of Trespass: Tales of a Harem Girlhood*), Leila Ahmed (*A Border Passage: From Cairo to America—a Woman's Journey*), Fadia Faqir and Shirley Eber (*In the House of Silence: Autobiographical Essays by Arab Women Writers*), and Jumanah Haddad (*I Killed Scheherazade: Confessions of an Angry Arab Woman*), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.
Class Format: seminar **Requirements/Evaluation:** active class participation, several short response papers, three short papers (3-5 pages), and a final paper (7-10 pages)
Prerequisites: none **Enrollment Limit:** 25 **Expected Class Size:** 15 **Enrollment Preferences:** none **Distribution Notes:** meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under HIST or WGSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives GBST Middle Eastern Studies Electives

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Amal Eqeiq

WGSS 252(F) **Modern Women Writers and the City (W)** **Crosslistings:** COMP 243/WGSS 252
Ambivalence has always been a vital part of literary responses to city life. Whether they praise the city or blame it, women writers react to the urban environment in a significantly different way from men. While male writers have often emphasized alienation and strangeness, women writers have celebrated the mobility and public life of the city as liberating. We will look at issues of women's work, class politics, sexual freedom or restriction, rituals of consumption, the conservation of memory by architecture, and community-building in cities like London, New York, Berlin, Paris. We will examine novels and short stories about the modern city by writers as diverse as Virginia Woolf, Gertrude Stein, Anzia Yezierska, Ann Petry, Jean Rhys, Marguerite Duras, Margaret Drabble, Ntozake Shange, Verena Stefan and Jhumpa Lahiri and Edwidge Danticat. We will consider theoretical approaches to urban spaces by feminists (Beatriz Colomina, Elizabeth Wilson), architectural historians (Christine Boyer) and anthropologists and sociologists (Janet Abu-Lughod, David Sibley, Michael Sorkin). Several contemporary films will be discussed. *All readings in English.*
Class Format: seminar/discussion **Requirements/Evaluation:** two short papers of 3-5 pages, one of 5-7 pages, and one final paper of 8-10 pages **Prerequisites:** COMP 111 or a 100-level ENGL course **Enrollment Limit:** 19 **Expected Class Size:** 19 **Dept. Notes:** formerly COMP 252 **Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Space and Place Electives GBST Urbanizing World Electives

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Helga Druxes

WGSS 253 **Art in the Age of the Revolution, 1760-1860** **Crosslistings:** ARTH 253/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 dramatic impact of the revolutions of 1789, 1830, and 1848, the monarchies and republics framing the Napoleonic Empire, the shift from history painting to scenes of everyday life, and landscape painting as an autonomous art form. We will also consider proscriptions and controversies in art-making and representation during this period.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.
Class Format: lecture **Requirements/Evaluation:** two-page position paper related to assigned readings, 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:** two semesters of ARTH 101-102, 103 or permission of instructor **Enrollment Limit:** 30 **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
LEC Instructor: Carol Ockman

WGSS 254(F) **Manet to Matisse** **Crosslistings:** ARTH 254/WGSS 254
A history of French painting from 1860 to 1900, beginning with the origins of modernism in the work of Manet.The course addresses vanguard movements such as Impressionism and Post-Impressionism and the styles of individual artists in artistic, social, and cultural context. The course also explores parallel developments in European painting, and the work of rear-guard artists opposed the emerging modernist tradition
Class Format: lecture **Requirements/Evaluation:** two page position paper related to assigned readings,hour test and final exam or research paper; a conference at the Clark Art Institute; a field trip to The Metropolitan Museum and MOMA may also be required
Enrollment Limit: 35 **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Other Attributes: ARTH post-1600 Courses

Fall 2015
LEC Section: 01 Cancelled

WGSS 255(F) **"Disease" in Modern Chinese Literature and Culture (D)** **Crosslistings:** CHIN 253/COMP 254/WGSS 255
From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "diseases" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation.
This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "disease"—-a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "disease"; the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how drug addition, infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "diseases," such as infectious cannibalism and fin-de-siècle "virus," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the "Second New Wave" film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud's psychoanalysis and post-Freudian psychotherapy are "practiced" in literature circulated in both print and internet cultures. Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc. This course meets the aims of the Exploring Diversity Initiative by fostering an empathetic understanding of various groups within China and their relationships with "disease," and by questioning the power and privilege inherent within such categories as "rural" and "urban," "science" and "literature," and "East" and "West".
Class Format: lecture **Requirements/Evaluation:** two 5-page papers, one final project, two in-class presentations **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** none **Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP or CHIN
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: PHLH Bioethics + Interpretations of Health

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Man He

WGSS 256 **Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (D) (W)** **Crosslistings:** REL 256/WGSS 256/ANTH 256/ASST 256
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.
Class Format: seminar **Requirements/Evaluation:** two midterm papers, weekly GLOW participation, final research papers, and class participation **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Stdies and Anthropology/Sociology
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: ASST Interdepartmental Electives GBST East Asian Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016

WGSS 259T(S) **Adultery in the Nineteenth-Century Novel (W)** **Crosslistings:** COMP 259/ENGL 261/WGSS 259
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.*
Class Format: tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session **Requirements/Evaluation:** evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** students who have already taken at least one course devoted to literature at Williams **Distribution Notes:** meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: ENGL Literary Histories B

Spring 2016
TUT Section: T1 Cancelled

WGSS 261(S) **The Saint and the Countess: Lost Voices of Medieval Women (W)** **Crosslistings:** MUS 261/WGSS 261
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.
Class Format: seminar **Requirements/Evaluation:** evaluation based on several short papers and presentations, and a final project and presentation **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 6 **Enrollment Preferences:** current or prospective Music and Women's Gender & Sexuality Studies majors **Dept. Notes:** MUS Group A Electives—class of 2016 **Distribution Notes:** meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: MUS Group A Electives

Spring 2016
SEM Section: 01 TR 08:30 09:45 Instructor: Jennifer Bloxam

WGSS 262(F) Language, Interaction, and Power in Everyday Life Crosslistings: ANTH 262/WGSS 262
"Microaggressions." "Hate speech." Even on campus, we have a number of terms that point to how spoken interaction can reflect and even further inequality. But how exactly does language intersect with power? In this course, we'll follow the lead of linguistic anthropology, a subfield of anthropology that explores the role of language and interaction in shaping social life. What are the relationships between linguistic forms and cultural practices? In order to answer that question we'll explore ethnographic methods focused on language, examining how interactive practices intersect with categories like race, gender, sexuality, and social status. Throughout, we'll consider concrete examples, ranging from studies of Kenyan courtrooms to American basketball courts. We'll discuss what we can learn about the operations of power in everyday life by attending carefully to how language use shapes social context and vice versa.
Class Format: seminar Requirements/Evaluation: regular reading responses; midterm paper, final paper Prerequisites: none; open to first year students Enrollment Limit: 19 Expected Class Size: 19 Enrollment Preferences: majors in Anthropology/Sociology, Women's Gender & Sexuality Studies
Distributional Requirements: Division 2

Fall 2015
LEC Section: 01 MR 02:35 03:50 Instructor: Julia Kowalski

WGSS 271T Woman as "Other" (D) (W) Crosslistings: PHIL 271/WGSS 271
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 Irigary and Judith Butler. This course has been designated EDI because it explores identity formation under conditions of inequality.
Class Format: tutorial; students will work in pairs Requirements/Evaluation: each student will write/present orally a 5-page essay every other week; those not presenting essays will prepare oral critiques of partners' essays; evaluation based on written work, oral presentations of essays and critiques Prerequisites: one course in either PHIL or WGSS Enrollment Limit: 10 Expected Class Size: 10 Enrollment Preferences: current and prospective Philosophy and Women's, Gender and Sexuality Studies majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses WGSS Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Jana Sawicki

WGSS 272 Sex and the Reproduction of Society Crosslistings: ANTH 272/WGSS 272
Why is reproduction such a controversial subject in society today, especially in areas of medicine, culture, and religion? And why is the reproductive body subject to such highly ideological and yet contradictory types of practices and discourses 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. We will pursue a comparative analysis of reproduction across major societies and cultures, through an in-depth look at 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 ongoing debates about the rise of women and the 'End of Men'. 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 reproduction 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 gender and sexuality studies.
Class Format: seminar Requirements/Evaluation: in-class presentations, attendance, class blog, final research paper Prerequisites: none Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: majors in Anthropology/Sociology, Women's Gender & Sexuality Studies
Distributional Requirements: Division 2
Other Attributes: ENVI Humanities, Arts + Social Science Electives GBST South + Southeast Asia Studies Electives PHLH Reproductive, Maternal and Child Health WGSS Theory Courses

Not Offered Academic Year 2016
SEM Instructor: Kim Gutschow

WGSS 301 Sexual Economies (D) Crosslistings: WGSS 301/AMST 334/ANTH 301
This course examines various forms of sexual labor in a variety of global contexts with an emphasis on contemporary anthropological and sociological research and its implications for public policy. Our topics include: (a) traditional sex work (e.g., pornography, escorting, street prostitution, brothels, sex tourism), (b) sexualized labor without physical contact (e.g., stripping, burlesque, phone/online sex), and also (c) contemporary debates about sex trafficking and sex worker migration. Because of our ethnographic focus, the readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, and backgrounds in order to explore the broader social implications of our subject matter. A key component of this course is a field trip to New York City to meet with sex workers and sex worker rights advocates. (Note: students should be advised that we will necessarily encounter and discuss adult content and images that some may find offensive.)
Class Format: seminar Requirements/Evaluation: mid-term essay, an 8- to 10-page final research paper, field trip reaction paper Prerequisites: none Enrollment Limit: 20 Expected Class Size: 20 Enrollment Preferences: Women's Gender & Sexuality Studies majors; short statement of interest
Distributional Requirements: Division 2 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Gregory Mitchell

WGSS 306 Queer of Color Critique: Race, Sex and Urban Life (D) Crosslistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304
This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter-racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.
Class Format: discussion/lecture Requirements/Evaluation: mid-term essay, choice of final exam essay or 8-10 page research paper, responses to performance/special events Prerequisites: none Enrollment Limit: 15 Expected Class Size: 15 Enrollment Preferences: Women's Gender & Sexuality Studies majors or prospective majors
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives ASAM Related Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not Offered Academic Year 2016
LEC Instructor: Gregory Mitchell

WGSS 307 Feminist Approaches to Religion (D) (W) Crosslistings: REL 306/WGSS 307
What does feminist theory have to offer the study of religion? How have participants in various religious traditions helped to produce and enact feminisms? Feminisms and religion have a long though often troubled history of interconnection. In this course, we shall explore a range of feminist theoretical analyses that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. We shall consider how conflicts within feminism—especially those pertaining to issues of sexuality, race, class, nationality, ethnicity, and religious affiliation—make a difference for the ways that religion is interpreted and practiced.
Class Format: seminar Requirements/Evaluation: one "position paper" for class discussion (3 pages), one analytical essay (4 pages), participation in writing workshop on drafts of final papers, one 15-page final paper Prerequisites: none; open to all Enrollment Limit: 19 Expected Class Size: 15 Enrollment Preferences: Religion and Women's, Gender and Sexuality Studies majors
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: WGSS Theory Courses

Not Offered Academic Year 2016

WGSS 308 Gender and Society in Modern Africa Crosslistings: HIST 308/WGSS 308/AFR 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."
Class Format: lecture/discussion Requirements/Evaluation: evaluation will be based on class participation and three short papers Prerequisites: none; open to first-year students with instructors permission Enrollment Limit: 25 Expected Class Size: 15-20
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives HIST Group A Electives - Africa WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
LEC Instructor: Kenda Mutongi

WGSS 309 Everyday Life in Literature and Film Crosslistings: COMP 308/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.*
Class Format: seminar Requirements/Evaluation: 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 Class Size: 10 Enrollment Preferences: Comparative Literature majors Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Helga Druxes

WGSS 310(F) Womanist/Black Feminist Thought Crosslistings: AFR 310/REL 310/WGSS 310/AMST 309
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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20 **Enrollment Preferences:** Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2015
LEC Section: 01 M 07:00 09:40 Instructor: Rhon Manigault-Bryant

WGSS 312(S) **An American Family and "Reality" Television (W)** **Crosslistings:** ARTH 310/WGSS 312/AMST 333/COMP 316
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television.
In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.
Class Format: seminar **Requirements/Evaluation:** class presentations, research assignments, and final 16- to 20-page research paper **Prerequisites:** none **Enrollment Limit:** 19 **Expected Class Size:** 14 **Enrollment Preferences:** junior majors, followed by senior majors **Distribution Notes:** meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Arts in Context Electives ARTH post-1600 Courses

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: C. Ondine Chavoya

WGSS 313(S) **Gender, Race, and the Power of Personal Aesthetics (D)** **Crosslistings:** LATS 313/AMST 313/WGSS 313/AFR 326
This course focuses on the politics of personal style among 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 including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and 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," "Arab American" 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 activist strategy challenge traditional understandings of feminist political activity?
Class Format: seminar **Requirements/Evaluation:** participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam **Prerequisites:** LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses LATS Comparative Race + Ethnic Studies Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Maria Elena Cepeda

WGSS 314(F) **Paradoxes of Human Rights and Humanitarianism** **Crosslistings:** ANTH 312/WGSS 314/GBST 313
In recent decades, human rights activism has become the central idiom through which people world-wide make claims about social justice. Yet issues like gendered and sexual violence, access to health-care, and socio-economic inequality have only recently been framed as human rights issues. In this course, we examine this recent transformation, focusing on the paradoxes and possibilities of a human rights framework for addressing these problems. We will do so by comparing different humanitarian and human rights-based interventions as they play out in places from rural Kenyan courts to United Nations conferences to the American college campus. Along the way, we will examine the history of human rights as a means to imagine social justice, and how a focus on human rights reveals and complicates new configurations of global power. We will read historical and ethnographic studies of human rights, and finishwith several case studies of human rights work on gender, violence, and health.
Class Format: seminar **Requirements/Evaluation:** regular reading responses; midterm paper, final paper **Prerequisites:** none; open to first year students **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** majors in Anthropology and Sociology, Women's Gender & Sexuality Studies **Extra Info:** not available for the fifth course option
Distributional Requirements: Division 2
Other Attributes: JLST Interdepartmental Electives

Fall 2015
SEM Section: 01 MW 11:00 12:15 Instructor: Julia Kowalski

WGSS 315 **Paris on Fire: Incendiary Voices from the City of Light** (1830-2005) **Crosslistings:** RLFR 316/WGSS 315
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 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.*
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper **Prerequisites:** RLFR 201, or 202, or 203; or another RLFR 200-level course; or permission of instructor. **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission **Distribution Notes:** meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Other Attributes: GBST Urbanizing World Electives

Not Offered Academic Year 2016
SEM Instructor: Brian Martin

WGSS 317 **The New Woman in Weimar Culture (W)** **Crosslistings:** GERM 317/WGSS 317
This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgrad Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. *Taught in German.*
Class Format: taught seminar style in German for the German students and as a tutorial in English for non German speaking students **Requirements/Evaluation:** papers and oral presentations **Prerequisites:** for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course **Enrollment Limit:** 19 **Expected Class Size:** 8 **Distribution Notes:** meets Division 1 requirement if registration is under GERM; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016
SEM Instructor: Christophe Kone

WGSS 319(F) **Gender and the Family in Chinese History (D)** **Crosslistings:** HIST 319/WGSS 319/ASST 319
Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, 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.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a final paper **Prerequisites:** none; open to first year-students with instructors permission **Enrollment Limit:** 25 **Expected Class Size:** 20
Extra Info: not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Fall 2015
LEC Section: 01 TR 08:30 09:45 Instructor: Anne Reinhardt

WGSS 320 **Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture** **Crosslistings:** AFR 320/AMST 320/WGSS 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.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on attendance/participation, short response papers, and a midterm and final portfolio
Prerequisites: none **Enrollment Limit:** 19 **Expected Class Size:** 15 **Enrollment Preferences:** Women's Gender & Sexuality Studies majors and Africana Studies concentrators
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2016
SEM Instructor: Rhon Manigault-Bryant

WGSS 321 Recent Continental Feminist Theory (D) Crosslistings: PHIL 320/WGSS 321
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.
Class Format: seminar **Requirements/Evaluation:** 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 Class Size:** 8-10 **Enrollment Preferences:** Women's, Gender and Sexuality Studies majors and Philosophy majors **Dept. Notes:** meets Contemporary Value Theory requirement only if registration is under PHIL
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: PHIL Contemporary Value Theory Courses WGSS Theory Courses

Not Offered Academic Year 2016
SEM Instructor: Jana Sawicki

WGSS 322T Critical Theory: The Enlightenment and its Critics (D) (W) Crosslistings: PHIL 321/WGSS 322
"Dare to know! Have courage to use your own reason-that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet in 19th and 20th centuries we find the promise of Enlightenment tempered by the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed?
In this tutorial we begin with short readings by Kant, Hegel and Marx, key sources for critical social theory in the 20th century. Possible other figures read may include: Max Horkheimer, Theodor Adorno, Herbert Marcuse, Walter Benjamin, Jurgen Habermas, Nancy Fraser, Amy Allen, Noelle McAfee, Judith Butler, Elizabeth Grosz, Michel Foucault, Jean Baudrillard, and Gilles Deleuze, Georgio Agamben, Frantz Fanon, Edward Said and Achille Mbembe, as well as current critiques of neoliberal capitalism.
Although we will not directly address diversity issues except insofar as cultural, racial, class, sexual and other differences are bound up within power or domination relations, insofar as the course examines social and political power, oppression and domination, and the possibility or viability of the idea of human emancipation it meets the EDI requirement. This tutorial will be adapted for WGSS students seeking to meet a theory requirement.
Class Format: tutorial, students will work in pairs and meet for 75 minutes each week with the professor **Requirements/Evaluation:** 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;
Prerequisites: demonstrated background in modern philosophy, critical theory, political theory, or continental philosophy **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** current and prospective Philosophy majors and students with a sufficient background in political or critical theory **Extra Info:** evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: PHIL History Courses WGSS Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Jana Sawicki

WGSS 325(F) Television, Social Media, and Black Women 'Unscripted' Crosslistings: AFR 325/WGSS 325
Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed—these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.
Class Format: seminar **Requirements/Evaluation:** evaluation in this course will be based upon class participation, response papers, one 10 page paper, and a formal class presentation
Prerequisites: none **Enrollment Limit:** 13 **Expected Class Size:** 12 **Enrollment Preferences:** first, second, third, and fourth year students. If over enrolled, preference will be given to third and fourth year students
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: VaNatta Ford

WGSS 326T Queer Temporalities (W) Crosslistings: REL 326/LATS 426/WGSS 326/COMP 326
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 Mu&#241oz) 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 Mu&#241oz 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.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on class attendance, analytical essays, responses, and revised essays **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 10 **Enrollment Preferences:** 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 **Distribution Notes:** meets Division 2 requirement if registration is under REL, LATS or WGSS; meets Division 1 requirement if registration is under COMP **Extra Info:** Pairs will meet with the instructor 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.
may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: LATS Core Electives

Not Offered Academic Year 2016
TUT Instructor: Jacqueline Hidalgo

WGSS 327T Foucault (D) (W) Crosslistings: PHIL 327/WGSS 327
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 such as: *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.
Class Format: tutorial **Requirements/Evaluation:** 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 PHIL or WGSS, or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 8-10 **Enrollment Preferences:** current or prospective Philosophy and Women's, Gender and Sexuality Studies majors **Dept. Notes:** meets History requirement only if registration is under PHIL **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives PHIL History Courses WGSS Theory Courses

Not Offered Academic Year 2016
TUT Instructor: Jana Sawicki

WGSS 328(S) Austen and Eliot Crosslistings: ENGL 328/WGSS 328
Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer's work in its political and philosophical context—in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism—we will consider how each writer conceives social and historical exigencies to shape comedies and dramas of consciousness. Readings will include Austen's *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*; Eliot's *The Mill on the Floss*, *The Lifted Veil*; and *Daniel Deronda*; selected letters and prose; and critical essays.
Class Format: seminar **Requirements/Evaluation:** one six-eight-page and one ten-twelve-page essay **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors **Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses ENGL Literary Histories B

Spring 2016
SEM Section: 01 MR 01:10 02:25 Instructor: Anita Sokolsky

WGSS 330(S) Race, Gender, and Performance from Literature to Social Media (D) Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322
What different conversations around the topic of "diversity" might be had if we think of race, gender, and sexuality as performative? How might the analytic of performance equip us in this course to identify marginalized modes of being and to enact anti-xenophobic strategies for everyday practice? In this course we will study multiple forms of contemporary performance (including performance art, visual art, sound art, social media, literature, politics, and performance of everyday life) by artists of diverse racial, gender, and sexual identification to think about belonging and alternative forms of world-making.
We will explore these questions in a United States context through engagement with cultural texts that destabilize ideological binaries of female/male, black/white, heterosexual/homosexual, subject/object, and human/non-human, including scholarship in critical ethnic studies, queer of color critique, and affect studies. We will begin with linguistic philosopher J.L. Austin's theory of the performative speech act, and proceed with theorists including Judith Butler and José Esteban Muñoz to consider gender and racial performativities. Artists studied will range from the conceptual (including Adrian Piper, Nao Bustamante, and Yoko Ono) to the popular (including Rihanna, Miley Cyrus, R. Kelly). This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks:

how do we resist normativizing forces without reinforcing the regulating logics of those forces? This EDI course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.
Class Format: seminar Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper Prerequisites: none Enrollment Limit: 20 Expected Class Size: 15 Distribution Notes: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS Extra Info: not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ASAM Related Courses LATS Comparative Race + Ethnic Studies Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2016
SEM Section: 01 TR 09:55 11:10 Instructor: Vivian Huang

WGSS 331 Queering Europe: Sexualities and Politics since 1850 (D) Crosslistings: HIST 332/WGSS 331
This course explores the construction, articulation, and politics of queer sexual desire in Europe from the later nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and the recent politics of gay marriage. The course will focus primarily on Britain, France, and Germany, but also on Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will also be discussed. "Queering Europe" meets the requirements of the Exploring Diversity Initiative insofar as it explores how sexual difference has been constituted, contested, and experienced and how what we assume to be the "sexual norm" has a profoundly political history.
Class Format: seminar Requirements/Evaluation: evaluation will be based on class discussion, the posting of four 500 word response papers, two 6- to 8-page interpretive essays, and a final research paper of approximately 12-15 pages Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15-20 Enrollment Preferences: junior and senior History and Women's Gender & Sexuality majors Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2016
SEM Instructor: Chris Waters

WGSS 332(S) Postwar Britain: Gender, Race, Sexuality, and Social Change, 1945-1990 Crosslistings: HIST 333/WGSS 332
A major theme in British historiography is the enormous social change that has taken place in Britain since the end of the Second World War. In the 1950s, sociologists argued about the extent to which postwar affluence was leading to the "embourgeoisement" of the working class; in the 1960s, the advent of the so-called "Permissive Society" witnessed the flourishing of a new culture of sex, drugs, and rock 'n roll; in the 1970s, the feminist and gay movements challenged gender roles that earlier had seemed so secure; in the 1980s, Thatcherism sought to halt the nation's apparent terminal decline, repudiating much of the progressive legislation of earlier decades by turning the clock back; finally, throughout this period successive waves of immigration appeared to many to challenge the cultural homogeneity of white Britain. This course will explore these themes, addressing the question of what it meant to be "postwar" in Britain, charting the gradual emergence of a new politics of class, gender, race, and sexuality in Britain that made the nation in 1990, at the end of the postwar period, a radically different place from what it had been in 1945. In attempting to make sense of these complex changes, we will consider a variety of documents and works by recent historians, along with a dozen films, which students will be required to view outside of class.
Class Format: discussion Requirements/Evaluation: class discussion, two 8-10 page interpretive essays, and a self-scheduled final examination Prerequisites: none Enrollment Limit: 25 Expected Class Size: 15-20 Enrollment Preferences: junior and senior History and Women's, Gender & Sexuality Studies majors
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia

Spring 2016
SEM Section: 01 MR 02:35 03:50 Instructor: Chris Waters

WGSS 333(F) The Nineteenth-Century British Novel Crosslistings: ENGL 333/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.
Class Format: seminar Requirements/Evaluation: 2 papers, a series of shorter response papers, regular and substantial contributions to class discussion Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor Enrollment Limit: 25 Expected Class Size: 25 Enrollment Preferences: English majors Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories B

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Alison Case

WGSS 334(F) Islamic Feminism Crosslistings: REL 332/WGSS 334/ARAB 332
This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses so such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.
Class Format: seminar Requirements/Evaluation: weekly responses, four 2- to 3-page essays Prerequisites: none Enrollment Limit: 15 Expected Class Size: 10 Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors
Distributional Requirements: Division 2

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Saadia Yacoob

WGSS 338(F) Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality (D) (W) Crosslistings: LATS 338/AMST 339/WGSS 338
In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?
Class Format: seminar Requirements/Evaluation: class participation, one semester-long original research project conducted in stages, one ethnographic exercise Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students Enrollment Limit: 12 Expected Class Size: 12 Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Maria Elena Cepeda

WGSS 339 Stereotypes, Prejudice, and Discrimination (D) (W) Crosslistings: PSYC 341/WGSS 339
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.
Class Format: empirical lab course Requirements/Evaluation: weekly brief papers, oral reports, two longer papers Prerequisites: PSYC 201 and 242 Enrollment Limit: 16 Expected Class Size: 16 Enrollment Preferences: senior, then junior Psychology majors
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSYC Area 4 - Social Psychology PSYC Empirical Lab Course TEAC Related Courses

Not Offered Academic Year 2016
LEC Instructor: Steven Fein

WGSS 341 Cinematic Representations of Work and Migration after the Wall Crosslistings: COMP 341/WGSS 341/ENGL 302
The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Agustin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: *Illegal, Working Man's Death, NordSud.com, Lichter* (Lights), *Code Unknown, The Flower Bridge, Occident, Since Otar Left, Losers and Winners, Whore's Glory, Le Havre* and *Time Out.*
Class Format: seminar Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper Prerequisites: a 200-level ENGL or COMP course, or permission of instructor Enrollment Limit: 19 Expected Class Size: 10

Enrollment Preferences: Comparative Literature and Women's Gender & Sexuality majors
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Helga Druxes

WGSS 343T(F) Representations of Racial-Sexual Violence from Enslavement to Emancipation (D) (W) Crosslistings: INTR 343/WGSS 343/AFR 343/AMST 343
This tutorial examines representations of and resistance to racial-sexual violence from enslavement to post-emancipation and contemporary culture in the United States. Texts include: legal articles; historical analyses such as D'Emilio et al., Intimate Matters; Hartman, Scenes of Subjection; Smith, Killers of the Dream; McGuire, At the Dark End of the Street; and films such as Griffith, Birth of a Nation; Micheaux, Within Our Gates; Gerima, Bush Mama. The primary focus is on black life, vulnerability to violence and mobilization for freedom during antebellum, postbellum/Reconstruction years of the 19th century; and 20th century convict prison lease system, Jim Crow segregation, mass incarceration.
Class Format: tutorial **Requirements/Evaluation:** weekly primary and response papers **Prerequisites:** none **Enrollment Limit:** 10 **Expected Class Size:** 8 **Enrollment Preferences:** American Studies and Women's Gender & Sexuality Studies majors and Africana Studies concentrators **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2015
TUT Section: T1 TBA Instructor: Joy James

WGSS 361T Writing about Bodies (W) Crosslistings: ARTH 361/INTR 361/WGSS 361
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 Scary 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.
Class Format: tutorial **Requirements/Evaluation:** 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 instructor; a writing sample that conveys the kind of subject you might be interested in pursuing **Enrollment Limit:** 10 **Expected Class Size:** 10 **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under INTR or WGSS **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives PERF Interdepartmental Electives

Not Offered Academic Year 2016
TUT Instructor: Carol Ockman

WGSS 370 Women Activists and Social Movements Crosslistings: INTR 371/AFR 371/PSCI 371/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.
Class Format: seminar **Requirements/Evaluation:** attendance and participation in discussions (10%); collective/group report (30%); 15-pg double spaced research paper (60%) **Enrollment Limit:** 19 **Expected Class Size:** 19 **Enrollment Preferences:** juniors and seniors, or sophomores with permission of instructor **Materials/Lab Fee:** none
Distributional Requirements: Division 2

Not Offered Academic Year 2016

WGSS 371(S) Black Legacies: Feminist Filmmaking, Women Writers, and the Imaginings of Black Experience Crosslistings: AFR 377/WGSS 371
Award-winning Black feminist author and screenwriter Toni Cade Bambara said, "The role of the artist is to make revolution irresistible." Feminist Filmmaking, Women Writers, and the Imaginings of Black Experience will explore the ways that Black straight and queer women writers and filmmakers have used the written word and moving image to both document and imagine Black lives. In a society that does not value Black life, these creative interventions are revolutionary acts. This course will examine Black women's written and cinematic responses to their marginalization in their non-monolithic racial/cultural communities, white lesbian communities, and/or mainstream feminist communities. We will interrogate how Black women writers and filmmakers use their mediums to make visible the impact of the intersections of race, gender, gender identity, and sexuality on their lives. Students will be asked to view the assigned documentary and narrative films closely, placing them in explicit conversation with the concepts and arguments that emerge from the required readings (essays, poetry, interviews, memoir) and interactive classroom discussions. All of this will allow students to explore the craft involved in both writing and filmmaking, while asking questions about some of the particular and often powerful ways that Black women writers and filmmakers use their craft to address ethical questions and issues that affect their daily lives.
Class Format: seminar **Requirements/Evaluation:** 2-3 short papers (5-7 pages), and a final project or final 10-page paper; engaged class participation **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Africana Studies concentrators **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2

Spring 2016
SEM Section: 01 M 07:00 09:40 Instructor: Aishah Simmons

WGSS 376(F) Sex, Gender, and the Law in U.S. History (D) Crosslistings: HIST 376/WGSS 376/JLST 376
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on two short (4-5 page) papers; one longer (10-12 page) paper; an in-class presentation, and participation in class discussion **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** History majors; WGSS majors; Justice & Law Studies concentrators **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Sara Dubow

WGSS 377(F) Legacies of The Gothic Novel: Feminism and Horror in The Transatlantic World Crosslistings: ENGL 377/WGSS 377
Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode—-*Frankenstein*, *Jane Eyre*, and *Wuthering Heights* among others—-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.
Class Format: seminar **Requirements/Evaluation:** class participation, short paper, revision, final research paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 18 **Enrollment Preferences:** English, Comp Lit, and WGSS majors **Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS **Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories B

Fall 2015
SEM Section: 01 TR 11:20 12:35 Instructor: Anjuli Raza Kolb

WGSS 378 The History of Sexuality in America Crosslistings: HIST 378/WGSS 378
Sex is often thought of as an unchanging need, behavior, or instinct—a form of experience without history. And yet even in the recent past, sexual desires, acts, identities, attitudes, and technologies have undergone profound transformations. This course explores those transformations, tracing the shifting and contested meanings and experiences of sex and sexuality from the pre-colonial period to the present, and examining how and why sexuality has become so central to identities, culture, politics, and history. To understand how sexuality has been regulated by the state and what sexuality has meant to ordinary Americans in the past, we will use a wide range of primary sources, including as private letters, law cases, photographs, films, and music. Many of the topics are relevant to contemporary public debates, including controversies over censorship, sexual violence, gay and lesbian sexualities, transgender identities and politics, abortion, and sexually transmitted diseases.
Class Format: lecture/discussion **Requirements/Evaluation:** evaluation will be based on class participation, a midterm examination, several short papers, and a 10- to 12-page research paper **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 20-25 **Enrollment Preferences:** History majors and Women's Gender & Sexuality majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada PHLH Reproductive, Maternal and Child Health WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016

WGSS 379(S) Black Women in the United States (D) Crosslistings: HIST 379/AFR 379/WGSS 379
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.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on student participation, three papers, and a brief oral presentation **Prerequisites:** none **Enrollment Limit:** 25 **Expected Class Size:** 15-20 **Enrollment Preferences:** History majors and Africana Studies concentrators
Distributional Requirements: Division 2 Exploring Diversity

Other Attributes: AMST Space and Place Electives HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Spring 2016
LEC Section: 01 TF 02:35 03:50 Instructor: Gretchen Long

WGSS 382 Latina/o Politics (D) Crosslistings: LATS 382/HIST 382/WGSS 382
This course explores Latina/o politics from World War II to the present. Defining politics broadly, we will examine everything from electoral politics to grassroots activism. We will explore the relationship between Latinas/os and the U.S. political system, as well as the ways in which dynamics internal to Latina/o communities shape political issues and political participation. Specific topics include Mexican Americans and Puerto Ricans struggles for political inclusion in the aftermath of World War II, Cuban exile politics and their impact, the political and social movements of the 1960s and 1970s, key electoral campaigns, the recent appointment in 2008 of the first Latina as a Supreme Court justice, and on-going debates over immigration. With an assessment of power relations at its core, this Exploring Diversity Initiative course explores the ways in which 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.
Class Format: discussion **Requirements/Evaluation:** 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) **Prerequisites:** none **Enrollment Limit:** none **Expected Class Size:** 20 **Enrollment Preferences:** Latina/o Studies concentrators and History majors; open to first year students
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016

WGSS 383(F) Whiteness and Race in the History of the United States (D) Crosslistings: HIST 383/WGSS 383/AMST 383
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 American political culture, citizenship, and social issues. This course uses the prism of race to explore social, political, and economic development in U.S. history, following 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 issues. This course is framed by several questions: 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.
Class Format: discussion **Requirements/Evaluation:** evaluation will be based on class participation and four papers **Enrollment Limit:** 25 **Expected Class Size:** 20-25
Enrollment Preferences: students in History, Africana Studies and Women's, Gender and Sexuality Studies
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Fall 2015
SEM Section: 01 MR 02:35 03:50 Instructor: Leslie Brown

WGSS 386 Latinas in the Global Economy: Work, Migration, and Households (D)
Crosslistings: LATS 386/HIST 386/WGSS 386
An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs? This EDI course explores the impact of U.S. hierarchies of race, ethnicity, gender and class on Latinas' labor migrations and economic incorporation in the United States, as well as the myriad ways in which they confront, negotiate, and at times challenge those dominant U.S. hierarchies.
Class Format: discussion **Requirements/Evaluation:** evaluation based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class **Prerequisites:** open to first-year students with instructor's permission **Enrollment Limit:** 25 **Expected Class Size:** 15
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2016
SEM Instructor: Carmen Whalen

WGSS 396(F) Modern Pleasure (D) Crosslistings: WGSS 396/ENGL 394
This course investigates modernist imaginations of pleasure, both sensual and aesthetic, with a particular focus on the ways that modernism's formal strategies might facilitate queer representations of pleasure, intimacy, and desire. In tandem with our discussion of literary form, we will consider the crucial role that visual media, music, and community spaces, 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 Oscar Wilde, Langston Hughes, Gertrude Stein, Djuna Barnes, Nella Larsen, Radclyffe Hall, and James Baldwin. We will read the work of sexologists and situate modernist literature in relation to early 20th-century scientific conversations about human sexuality and the nature of pleasure. Queer and feminist theory will accompany these texts and provide a framework for our analysis of modernism's queer pleasures. This course satisfies the requirements of the Exploring Diversity Initiative in that it explores sexual difference and pleasure as historically and geographically specific categories, examines how these categories are socially constructed and contested, and considers the effects of power and privilege on individual sexual experiences.
Class Format: seminar **Requirements/Evaluation:** engaged and thoughtful discussion; oral presentation, one 5- to 7-page paper and one 8- to 10-page paper **Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam **Enrollment Limit:** 25 **Expected Class Size:** 25 **Enrollment Preferences:** English majors and/or students interested in gender/queer studies **Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: ENGL Literary Histories C WGSS Theory Courses

Fall 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Margaux Cowden

WGSS 402 Global Sex: Identities, Migration, Globalization (D)
This course reveals how different cultures construct sexual identities, and what happens when dominant paradigms (i.e. the Euro-American LGBT model) become enmeshed in globalization, capitalism, and consumerism. Why do we find gay bears and drag queens trafficking in North American iconography flourishing in countries like Brazil and South Africa? Why does Madonna still turn out gay crowds in Indonesia and Russia? As global gay culture spreads, what happens to people with their own local conceptions of gender/sexuality (e.g., "Two Spirit" Native Americans?) How have free trade and the internet transformed queer lives, queer sex, and people's understandings of their sexual selves? We begin with a focus on alternative gender/sexual formations around the world. Next we ask what happens when it`s not only identities that are on the move, but actual bodies. Here, we focus on queer diasporas, refugees, and migrants. Our final unit brings us into the global flows of capitalism itself to interrogate the role of consumerism in sexual culture, tackling thorny issues of gay gentrification, tourism, pinkwashing/homonationalism, global gay cinematic representations, and the neocolonial potential of NGOs. Ultimately, this class reveals that sexuality is infused in global economic and political affairs in ways that are often overlooked.
Class Format: seminar **Requirements/Evaluation:** comparative class presentation, mid-term essay, project proposal/abstract, final paper, field trip reaction paper **Prerequisites:** none **Enrollment Limit:** 20 **Expected Class Size:** 20 **Enrollment Preferences:** Women's Gender & Sexuality Studies majors
Distributional Requirements: Division 2 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Gregory Mitchell

WGSS 403(F) Senior Seminar: Image, Violence, and the Feminine Crosslistings: RLSP 403/WGSS 403
Violence is universal, and the potential for its eruption haunts all spaces—-public and private. What is the nature of violence against women in particular, and how have women mobilized themselves against physical, psychological, and political assault through writing and subversive action? In this course we will critically examine gender by setting beauty, wife and motherhood within and against the realms of work, sexuality, and politics. From Golden Age Spain to dictatorial Argentina and the contemporary U.S.-Mexico border, we will trace how themes of honor, power, and desire repeatedly constitute themselves through images of the female body. Readings will include works by Maria de Zayas, Emilia Pardo Bazán, Ana Lydia Vega, Alejandra Pizarnik, Luisa Valenzuela, Alicia Partnoy, Sergio González Rodríguez, Roberto Bolaño, and Carmen Boullosa, among others. Theoretical readings by such thinkers as Jacques Lacan and Jean-Luc Nancy will explore feminism, violence, and the gaze. Students will engage foundational concepts within gender studies and feminism in order to articulate critiques of violence through analysis of Hispanic culture, literature, and film. Conducted in Spanish; non-Spanish majors welcome with permission of instructor.
Class Format: seminar **Requirements/Evaluation:** three essays, short critical reflections, oral presentation, active discussion **Prerequisites:** one 300 level Spanish course or permission of instructor **Enrollment Limit:** 14 **Expected Class Size:** 14 **Enrollment Preferences:** senior Spanish majors **Distribution Notes:** meets Division 1 requirement if registration is under RSLP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Other Attributes: LATS Countries of Origin + Transnationalism Elect

Fall 2015
SEM Section: 01 MR 01:10 02:25 Instructor: Michael Martinez-Raguso

WGSS 404 Before We Were Queer: Gay and Lesbian Lives before 1990 (D)
Crosslistings: WGSS 404/COMP 402
Reclaimed by activists in the 1990s as an expression of defiance and pride, the word *queer* has come to be identified with a wide range of lesbian, gay, bisexual, and transgender identities, as well as entire fields of intellectual theory, popular culture, and political engagement. The past 25 years of queer studies, media, and activism (1990-2015) have led to unprecedented visibility and great advances for many LGBT people, especially in North America and Western Europe: from breakthroughs in the treatment of HIV/AIDS, to victories for Gays in the Military, Employment Non-Discrimination, and Gay Marriage in 16 US states and another 16 countries around the world. For many, however, this new era of queer life during the past 2 decades has eclipsed the time before, when those who were pejoratively labeled as queer struggled with homophobic discrimination, isolation, and violence, by seeking one another out in major cities, specific neighborhoods, underground bars, and in the narrative spaces of novels and films. As a result, many young people born after 1990 are largely unaware of these struggles that predate their lives, the internet, and social media; and several LGBT leaders worry that this has left many 18-25 year olds with a false sense of security, a decreasing interest in political engagement, alarming new rates of sexually transmitted infections, and a growing disinterest in queer social spaces beyond the virtual. In this course, we will explore the literary, cinematic, and cultural history of gay and lesbian lives before the 1990s, and consider what has been gained and lost. Topics to include the early twentieth-century isolation of the closet, (1890s-1950s), the formation of clandestine gay and lesbian communities during and after World War II (1940s-60s), the Stonewall riots and the first decade of Gay Liberation (1969-1979), and the devastating losses and community responses to AIDS (1979-1995). For its critical engagement with cultural diversity, comparative investigation of gender, sexuality, and ethnicity, and historical analysis of queer identities, this course fulfills the goals of the Exploring Diversity Initiative.
Class Format: seminar **Requirements/Evaluation:** active participation, two short papers, an oral presentation, and a final paper **Prerequisites:** WGSS 101 or 202, or another 200-level or 300-level course in WGSS, COMP, HIST, ENGL, or AMST, or other courses focusing on gender

and sexuality. Email Prof. Martin (bmartin@williams.edu) to inquire **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** Women's Gender & Sexuality Studies and Comparative Literature majors, as well as History, English, and American Studies majors. Other sophomores, juniors, and seniors may email Prof Martin (bmartin@williams.edu) and explain your interest in the course **Dept. Notes:** Senior seminar for WGSS listing only; is not a Senior seminar credit if taken under COMP **Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity

Not Offered Academic Year 2016
SEM Instructor: Brian Martin

WGSS 405(S) Sr.Sem:Sexual Rights,Gender Equality, and Religious Liberty: Conflicts in Law, Culture, and Politics (W) Crosslistings: WGSS 405/HIST 458
Legal systems, political leaders, religious groups, and social movements, have generated and responded to conflicts and perceived conflicts between religious freedom, gender equality, and sexual rights in a variety of ways over the past twenty-five years. This course will consider these conflicts in a comparative context, and will examine when, why, and how appeals to religion, tradition and/or culture have been used to carve out exceptions to otherwise generally applicable laws.
Class Format: seminar **Requirements/Evaluation:** 20-page research paper, which students will write after developing research proposal, composing annotated bibliography, and writing several drafts in close consultation with professor and in in-class workshops **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 15 **Enrollment Preferences:** Women's, Gender and Sexuality Studies majors and History majors **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2016
SEM Section: 01 W 01:10 03:50 Instructor: Sara Dubow

WGSS 406 Coming of Age in the Polis (W) Crosslistings: CLGR 406/WGSS 406
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.
Class Format: tutorial **Requirements/Evaluation:** evaluation will be based on the translations, reports, and critiques presented in the tutorial sessions **Prerequisites:** CLGR 201 or permission of instructor **Enrollment Limit:** 10 **Expected Class Size:** 6-8 **Distribution Notes:** meets Division 1 requirement if registration is under CLGR; meets Division 2 requirement if registration is under WGSS **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2016

WGSS 408 Nineteenth-Century Novel: From Desperate Housewives to Extreme Makeovers Crosslistings: RLFR 412/WGSS 408
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.*
Class Format: seminar **Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper **Prerequisites:** a 200-level or 300-level RLFR literature course at Williams; or permission of instructor **Enrollment Limit:** 16 **Expected Class Size:** 16 **Enrollment Preferences:** French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission **Distribution Notes:** meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Brian Martin

WGSS 409 Transnationalism and Difference: Comparative Perspectives (D) (W) Crosslistings: LATS 409/AMST 411/WGSS 409
In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle East.
Class Format: seminar **Requirements/Evaluation:** evaluation to be based on student participation, an original 12-15 page research paper conducted in stages, and peer editing **Prerequisites:** LATS 105, WGSS 101 or AMST 201; junior or senior standing **Enrollment Limit:** 12 **Expected Class Size:** 10 **Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority **Extra Info:** may not be taken on a pass/fail basis
Distributional Requirements: Division 2 Exploring Diversity Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses GBST Borders, Exiles + Diaspora Studies Electives LATS 400-level Seminars

Not Offered Academic Year 2016
SEM Instructor: Maria Elena Cepeda

WGSS 426 Pictures That Rocked the Nation: Courbet and Manet in Second Empire France (D) Crosslistings: ARTH 426/WGSS 426
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 (Homi Bhahba, T.J. Clark, Richard Dyer, Michael Fried, Tamar Garb, 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.
Class Format: seminar **Requirements/Evaluation:** weekly 1- to 2-page position papers; oral presentation and final research paper, 10-15 pages **Prerequisites:** ARTH 101-102 or permission of instructor **Enrollment Limit:** 12 **Expected Class Size:** 12 **Enrollment Preferences:** students with course work in French history or literature and/or Women's, Gender and Sexuality Studies **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1 Exploring Diversity
Other Attributes: ARTH post-1600 Courses

Not Offered Academic Year 2016
SEM Instructor: Carol Ockman

WGSS 451 Ideal Bodies: The Modern Nude and Its Dilemmas Crosslistings: ARTH 451/WGSS 451
Since the nineteenth century, the female nude has been so dominant that the very term "nude" has come to stand for the female body. This course looks at both male and female nudes from the time of the French revolution to the present in order to order how and why this gendering occurred. We will explore the ways in which certain types of bodies have been defined in opposition to the white western ideal, and thereby exoticized and marginalized. Our prime focus is the work of David, Ingres, Courbet, Gericault, Manet and Renoir but more popular nineteenth-century images as well as selected works by artists working in the twentieth and twenty-first centuries will be discussed.
Class Format: seminar **Requirements/Evaluation:** evaluation will be based on biweekly 1-page papers, short reports, an oral presentation and a 10- to 20-page paper **Prerequisites:** two semesters of ARTH 101-102-103; permission of instructor required **Enrollment Limit:** 12 **Enrollment Preferences:** junior and senior Art majors, Women's, Gender and Sexuality Studies majors, French majors, and History majors with a concentration in European studies. **Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2016
SEM Instructor: Carol Ockman

WGSS 452 Women in America, 1620-1865 Crosslistings: HIST 452/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.
Class Format: seminar **Requirements/Evaluation:** 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 **Prerequisites:** none **Enrollment Limit:** 15 **Expected Class Size:** 10-15 **Enrollment Preferences:** advanced History majors and Women's, Gender and Sexuality Studies majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not Offered Academic Year 2016
SEM Instructor: Gretchen Long

WGSS 457 Gender, Law, and Politics in U.S. History Crosslistings: HIST 457/WGSS 457
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.
Class Format: seminar Requirements/Evaluation: 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 Prerequisites: none Enrollment Limit: 15
Expected Class Size: 10-15 Enrollment Preferences: senior History majors
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada JLST Enactment/Applications in Institutions WGSS Theory Courses

Not Offered Academic Year 2016

WGSS 491(F) Honors Project: Women's & Gender Studies
Women's, Gender and Sexuality Studies honors project.
Class Format: independent study Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Sara Dubow

WGSS 492(S) Honors Project: Women's & Gender Studies
Women's, Gender and Sexuality Studies honors project.
Class Format: independent study Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Sara Dubow

WGSS 493(F) Senior Thesis: Women's & Gender Studies
Women's, Gender and Sexuality Studies senior thesis.
Class Format: independent study Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Fall 2015
HON Section: 01 TBA Instructor: Sara Dubow

WGSS 494(S) Senior Thesis: Women's & Gender Studies
Women's, Gender and Sexuality Studies senior thesis.
Class Format: independent study Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

Spring 2016
HON Section: 01 TBA Instructor: Sara Dubow

WGSS 497(F) Independent Study: Women's & Gender Studies
Women's, Gender and Sexuality Studies independent study.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2015
IND Section: 01 TBA Instructor: Sara Dubow

WGSS 498(S) Independent Study: Women's & Gender Studies
Women's, Gender and Sexuality Studies independent study.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2016
IND Section: 01 TBA Instructor: Sara Dubow

WILLIAMS–MYSTIC MARITIME STUDIES PROGRAM

Executive Director, THOMAS S. VAN WINKLE
Faculty Chair, GLENN S. GORDINIER

Faculty: LISA A. GILBERT *(Williams College),* GLENN S. GORDINIER *(Mystic Seaport Museum; University of Connecticut)*, CATHERINE ROBINSON HALL *(Mystic Seaport Museum);* MARY K. BERCAW-EDWARDS *(University of Connecticut; Mystic Seaport Museum)*, RICHARD J. KING *(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 Oceanographic Processes (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. The Fall 2013 semester will include a field seminar to the Hawaiian Islands. 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@williamsmystic.org, call (860–572–5359), visit the website (http://mystic.williams.edu/), 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 Crosslistings: MAST 211/GEOS 210
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.
Class Format: lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project
Requirements/Evaluation: two tests, a research project, and a presentation
Extra Info: offered only at Mystic Seaport
Distributional Requirements:
Division 3
Other Attributes:
ENVI Natural World Electives
ENVS Group EB-B Electives
ENVS Group EG-C Electives
EXPE Experiential Education Courses

Offered Fall 2015 and Spring 2016
LEC Section: 01 TBA Instructor: Lisa Gilbert
LEC Section: 01 TBA Instructor: Lisa Gilbert

MAST 231(F,S) Literature of the Sea (W) Crosslistings: MAST 231/ENGL 231
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.
Class Format: small group tutorials with weekly lectures, including coastal and near-shore field trips, and 10 days at sea
Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper
Extra Info: offered only at Mystic Seaport
Distributional Requirements:
Division 1
Writing Intensive
Other Attributes:
AMST Arts in Context Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives

Offered Fall 2015 and Spring 2016
LEC Section: 01 TBA Instructor: Richard King
LEC Section: 01 TBA Instructor: Richard King

MAST 311(F,S) Marine Ecology Crosslistings: MAST 311/BIOL 231
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.
Class Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project
Requirements/Evaluation: two tests, a research project, and a presentation
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Extra Info: offered only at Mystic Seaport
Distributional Requirements:
Division 3
Other Attributes:
ENVI Natural World Electives
ENVS Group EB-A Electives
EXPE Experiential Education Courses

Offered Fall 2015 and Spring 2016
LEC Section: 01 TBA Instructor: TBA
LEC Section: 01 TBA Instructor: TBA

MAST 351(F,S) Marine Policy Crosslistings: MAST 351/ENVI 351/PSCI 319
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.
Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore
Requirements/Evaluation: an independent research paper, a presentation, and a final exam
Dept. Notes: satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration
Extra Info: offered only at Mystic Seaport
Distributional Requirements:
Division 2
Other Attributes:
ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE-A Group Electives
ENVP PTL-A Group Electives
ENVP SC-A Group Electives
EXPE Experiential Education Courses
POEC International Political Economy Courses

Offered Fall 2015 and Spring 2016
LEC Section: 01 TBA Instructor: Catherine Hall
LEC Section: 01 TBA Instructor: Catherine Hall

MAST 352(F,S) America and the Sea, 1600-Present (W) Crosslistings: MAST 352/HIST 352
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.
Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research paper
Requirements/Evaluation: 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
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Extra Info: offered only at Mystic Seaport
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
EXPE Experiential Education Courses
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern

Offered Fall 2015 and Spring 2016
LEC Section: 01 TBA Instructor: Glenn Gordinier
LEC Section: 01 TBA Instructor: Glenn 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:

MATH 285 Teaching Mathematics
PHIL 331 Contemporary Epistemology
PHIL/AMST 379 American Pragmatism
PSCI 410 Civic Education in America
PSYC 332 Cognitive Development
PSYC 341/WGSS 339 Stereotypes, Prejudice, and Discrimination
PSYC 350 Child Psychopathology
PSYC 351 Childhood Peer Relations

EXPERIENTIAL EDUCATION COURSES

A description of experiential education at Williams may be found here. 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 Monk and the Bebop Revolution-last offered spring 2011]
AMST 201(F,S) Introduction to American Studies
[ARTH/ENVI 201 American Landscape History-last offered spring 2012]
[ARTH 308/ENVI 308 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(F) Field Botany and Plant Natural History
BIOL 302/ENVI 312 Communities and Ecosystems (not offered 2014-2015)
CHIN 352 Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language (not offered 2014-2015)
[ENGL 376 Documentary Fictions-last offered Spring 2012]
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 Exploring Creativity-last offered spring 2010]
GEOS 104/ENVI 104/MAST 104(S) Oceanography
[GEOS 105 Geology Outdoors-last offered spring 2013]
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 Introduction to Urban Studies: Shaping and Living the City (not offered 2014-2015)
[LATS/THEA 230/ WGST 231 Approaching Performance Studies-last offered spring 2010]
[LATS 331 Sound and Movement in the Afro-Latin Diaspora-last offered spring 2009]
[LING 400 Linguistics Research Seminar-last offered spring 2010]
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 104/AFR 212(S) Jazz Theory and Improvisation I
MUS 204/AFR 214 Jazz Theory and Improvisation II (not offered 2014-2015)
MUS 206(S) Composition II
[MUS/AFR 235 African Rhythm, African Sensibility-last offered spring 2012]
POEC 402(S) Political Economy of Public Policy Issues
PSCI 309 Problems and Progress in American Democracy (not offered 2014-2015)
PSCI 410(S) Senior Seminar in American Politics: American Politics
PSYC 352(F) Clinical and Community Psychology
PSYC 372(F) Advanced Seminar in Teaching and Learning
REL 286 Shopping, Desire, Compulsion and Consumption (not offered 2014-2015)
RUSS 206 Topics in Russian Culture: Feasting and Fasting in Russian History (not offered 2014-2015)
THEA 228 Theatrical Self Production the Cartographic Imagination (not offered 2014-2015)
WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240(S) Performing Masculinity in Global Popular Culture
[WNY 307T Work/Ethics: Frameworks for Observing People at Work (Williams in New York Program) - last offered spring 2009]
[WNY 308 Explorations in the Urban Outback (Williams in New York Program) - last offered fall 2008]
[WNY 309 Covering the Other: A Course in Cross–Cultural and Community-based Film (Williams in New York Program) - last offered fall 2008]
[WNY 310 Art, Space and the City (Williams in New York Program) - last offered spring 2009]
[WNY 311 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

The Poverty Initiative

These courses include substantial engagement with the representation of, experiences of, consequences of, or causes of economic disadvantage (For additional courses that touch on issues that have indirect implications for poverty, please see the Center for Learning in Action website)

AFR/AMST/INTR 322/PSCI 313 Race, Culture, Incarceration) (Professor Joy James)
AFR/AMST/INTR/WGSS 343T Racial-Sexual Violence (Professor Joy James)
AMST 201 Introduction to American Studies (Professor Mark Reinhardt)
ECON 203/WGSS 205 Gender and Economics (Professor Lucie Schmidt)
ECON 374T Poverty and Public Policy (Professor Lara Shore-Sheppard)
ECON 381 Global Health Policy Challenge
ECON 456 Income Distribution
ECON 468 Your Money or Your Life (Professor Tara Watson)
ECON 504 Public Economics (Professor Jon Bakija)
ECON 521 Incentives and Development (Professor Ashok Rai)
ECON 532T Inclusive Growth: Social Safety Nets (Professor Michael Samson)
HIST 304/AFR 304 South Africa and Apartheid
HIST 308 Gender & Society in Modern Africa
LATS 106 Coming of Age in the City
LATS/HIST/WGSS 386 Latinas in the Global Economy (Professor Carmen Whalen)
LATS 408 Envisioning Urban Life
LEAD313/AMST367/HIST385/AFR367 Race and Inequality in the American City
PSCI/WGSS 209 Poverty in America (Professor Cathy Johnson)
PSCI 334 Theorizing Global Justice
SOC 315 Culture, Consumption & Modernity (Professor Olga Shevchenko)

WINTER STUDY PROGRAM

REMINDERS ABOUT WSP REGISTRATION

All students who will be on campus during the 2015-2016 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 28, 2016. *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 October 1, 2015.

AFRICANA STUDIES

AFR 10 Du Bois and Souls of Black Folk (Same as HIST 10)
See under HIST for full description

AFR 11 Performing Blackness
This course is about performances of blackness in society. The term "perform" may uncover many meanings as students explore dramatic, cultural, social, and other performances of race. The course will primarily offer students the rare opportunity to practice physical techniques of performance that better help them embody, query and critique portrayals of blackness in society. The course will meet twice a week in a studio at the '62 Center. Classes will combine performance exercises, analysis of performance, and discussion of key ideas from readings and audiovisual materials. This course may also draw on key resources at Williams College such as collaborations with WCMA and performance faculty on campus. The cost for the student is only the cost of a course packet.
METHOD OF EVALUATION: performances, performance report, class discussion
PREREQUISITES: none
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: other AFR courses, class year
COST PER STUDENT: cost of course packet
MEETING TIME: Twice a week, Directing Studio in the '62 Center
INSTRUCTOR: Rashida K. Braggs

AFR 14 African Cities and Fiction (Same as GBST 14 and HIST 14)
See under HIST for full description

AFR 30 Senior Project
To be taken by students registered for Africana Studies 491 who are candidates for honors.

AMERICAN STUDIES

AMST 10 Digital Storytelling
From Story Corps to short-form self-curated stories on Vine and YouTube, digital technology is changing how people tell and share personal stories. This class explores the evolving methods available for digital storytelling and considers how changes in technology are shaping the types of stories people tell. Students will be expected to create several short digital stories using different platforms.
METHOD OF EVALUATION: 2 final projects
PREREQUISITES: none.
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: application
COST PER STUDENT: none.
MEETING TIME: mornings--MTR 10-12 plus additional time for hands-on technology instruction
SPEAKER BUDGET: 300
RESOURCES NEEDED: OIT instruction and use of library media lab space; access to audio and video recorders; Hindenberg, Final Cut +/or iMovie software
INSTRUCTOR: Anne Valk

Annie Valk is a teacher, historian, and advocate of community-based learning in the arts and humanities. At Williams, she coordinates Claiming Williams Day, a series of interactive events about building and sustaining a more inclusive community. Through the Center for Learning in Action, she works with students and faculty on arts and humanities projects that emphasize experiential learning and community-campus connections. Her expertise includes oral history projects, exhibits and other programs and she has published extensively on topics related to women's history and public history.

AMST 13 Germs, Aliens, and Zombies: Imagining Apocalypse in Film and Literature (Same as ANTH 13 and WGSS 13)
See under ANTH for full description

AMST 15 A Poetic Friendship: Amiri Baraka and Edward Dorn (Same as ENGL 22)
Amiri Baraka (formerly LeRoi Jones; 1934-2014) and Edward Dorn (1929-1999) are two major experimental American poets who, despite having very different backgrounds--Baraka was born into a black middle-class family in Newark, New Jersey, and Dorn into a white working-class family in rural Illinois--were linked by both personal ties of affection and professional and collegial bonds. Baraka first reached out to Dorn by letter in 1959 and went on to publish Dorn--first book of poetry. The period of their most intense friendship, 1959-1965, occurred in the aftermath and midst of various poetic movements: Black Mountain, Beats, and New York School, among others. Baraka eventually broke from the downtown NYC white avant-garde poetry scene to start the Black Arts movement, but he and Dorn maintained their friendship for decades. The two shared progressive politics and wrote experimental poetry that commented on American society, capitalism, and politics, yet today Dorn is embraced by the poetic avant-garde, overwhelmingly white, while Baraka remains a problematic figure for them. Why the divergence in their reception? We will read Dorn's and Baraka's poetry and the letters between them. Course requirements include a few short responses and a final project that can be an analytical paper or a creative project.
METHOD OF EVALUATION: Course requirements include a few short responses and a final project that can be an analytical paper or a creative project.
PREREQUISITES: none
ENROLLMENT LIMIT: 15
COST PER STUDENT: $0
MEETING TIME: afternoons
INSTRUCTOR: Dorothy Wang

AMST 16 Contemporary American Songwriting (Same as MUS 15)
See under MUS for full description

AMST 17 Eyewitness to the Civil Rights Movement: Mississippi 1964-'65 (Same as HIST 17)
See under HIST for full description

AMST 30 Senior Honors Project
To be taken by students registered for American Studies 491 or 492.

ANTHROPOLOGY/SOCIOLOGY

ANTHROPOLOGY

ANTH 13 Germs, Aliens, and Zombies: Imagining Apocalypse in Film and Literature (Same as AMST 13 and WGSS 13)
Whether you're reading World War Z or watching the Hunger Games or Battlestar Galactica, you're likely to hear characters arguing about what the purpose of society is (or was) in the lulls between preparing for zombie attacks, Cylon invasions, or violent state rituals. Society as we know it may have ended, but arguments about society apparently rage on. These fictional members of a post-apocalyptic world share an obsession with debating the meaning of social ties, even as those ties dissolve, transform, or turn violent. In this winter study, we will analyze fictional representations of apocalypse using the insights of a discipline that has long debated the definition of society: cultural anthropology. What can an anthropology of an (imagined) post-apocalypse tell us about our early 21st century world? Why are dystopian and apocalyptic stories so popular right now? How do these fictional tales of epidemics, zombies, cyborgs, and threats from beyond our galaxy help us imagine our way through contemporary concerns about social, environmental, and economic change? Over winter study, we'll pair novels and film screenings with classic anthropological reflections on the origins and ends of societies as well as contemporary scholarly analyses of post-apocalyptic fiction. Texts will include World War Z, Station Eleven, and the Hunger Games; TV and film will include Interstellar, Invasion of the Bodysnatchers. the Walking Dead, the 100, and Battlestar Galactica. For our final week, students will vote on additional texts and films to present and discuss.
METHOD OF EVALUATION: Response papers, final project (paper+presentation)
PREREQUISITES: none
ENROLLMENT LIMIT: 19
METHOD OF SELECTION: 19
COST PER STUDENT: none
MEETING TIME: afternoons
FIELD TRIP BUDGET: 400
RESOURCES NEEDED: We will need a classroom with AV capacity; we may need a bus or van for potential field trips (TBD).
INSTRUCTOR: Julia Kowalski

Julia Kowalski is a cultural anthropologist whose research focuses on how family, gender, and law intersect with social transformation in India and in the United States.

ANTH 14 The role of Epidemiology in Public Health and Evidence-Based Medicine (Same as CHEM 12 and PHLH 12)
More and more, clinical decisions are being made on evidence from the medical literature rather than solely from "experience" of the physician or other health practitioner. What kinds of questions (hypotheses) are being asked, and how are they answered, and answered reliably? How does a conscientious health professional keep up with this evidence and evaluate it both critically and efficiently? After a brief introduction to the history and methods of epidemiology, its function in the field (real time epidemic solving) and its role in developing and evaluating different research approaches to answering some of the more cogent questions involving etiology of disease, treatment, management, and prognosis (natural history), the course will turn to the current medical and public health literature, and discuss individual papers or groups of papers bearing on important clinical, and public health issues, for example, Caesarian Section as an epidemic, the epidemiology and policy implications of athletic injury, etc. During this latter part of the course, the class will operate as a Journal Club, with groups of students responsible for presenting and critiquing the design, conduct and analysis of the paper (s) of the day.
It is expected that some students will suggest issues perceived to be important to them, perhaps from their own private reading, their personal and/or family health experiences , or from actively shadowing a practicing physician. (A course offered every year by the pre-med counselor, Jane Cary). While both courses cannot be taken at the same time, students shadowing a physician may wish to review the literature to delve more deeply into a problem they have seen. They will be welcome to suggest a topic and join this course on an ad hoc basis to discuss it more thoroughly than may be possible in the hospital or outpatient setting. Since these students are occupied during the day, we may add evening sessions on reasonable notice to accommodate their schedules.
From time to time in the course, readings having to do with leadership in the health professions will be discussed.
This WS course is designed to be a serious academic experience, with the rigor of a regular course. Students will be expected to read and present, and participate actively in the discussion that follows. There will be a research paper on a subject of mutual agreement between student and instructor.
We will meet three times a week for a total of 6 hours in class. Preparation for class,

which will be organized in groups of 3 or 4 is expected to take at least 12 hours per week. The course will be limited to 12 students. Applicants will be interviewed by the instructor. Copying expenses and a text may be estimated to cost no more than $200.
INSTRUCTOR: Nicholas H .Wright '57, MD, MPH

ANTH 31 Senior Thesis
To be taken by students registered for Anthropology 493-494.

SOCIOLOGY

SOC 12 Community Connections Through Agriculture
In this course students will delve deeply into the community connections around growing, producing, marketing, selling, and consuming food in the vibrant agricultural region of the Berkshires. Through a series of trips, students will have the opportunity to meet with agricultural suppliers, farmers, bakers, caterers, restaurant owners, and store managers. These visits will give students comprehensive insight into the various players, decision makers, and stakeholders in the food economy of this region. Students will be able to draw on their various academic disciplines of the sciences, communications, economics, and sociology to reflect on what they learn from each business or organization visited. Students will prepare for each visit by reading materials that are specific to each organization or business visited, and arrive to the visit with prepared questions. Readings will include farm business plans, profit and loss statements, product lists, sales data, recipes, menus, etc. Additional background readings will included excerpts from well known food policy authors such as Michael Pollan and Amy Cotler. Each visit will be followed by a group discussion and personal written reflection. Class will meet between 10am and 1pm on Mondays and Tuesdays, and between 10am and 3pm on Thursdays. In addition to the group visits, each student will take the initiative to arrange 2 personal interviews with a local food or agriculture related organization or business, with the assistance of the instructor.
METHOD OF EVALUATION: Students will be evaluated on their final project; each student will create a compilation of reflections from each visit, the resulting piece will be a thorough overview of the elements of the food chain in this region. Additionally students will be asked to submit a paper providing a critical analysis of the local food chain, focusing on an area of specific academic interest (i.e economic, environmental, etc.) based on their experiences during the class.
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: first-years and sophomores will be given priority.
COST PER STUDENT: $100
MEETING TIME: 10AM - 1PM Monday and Tuesday, 10AM - 3PM Thursday
INSTRUCTOR: Suzanna Konecky

Suzy Konecky holds a degree in agriculture from Cornell University and has been working in food and agriculture for 6 years. She currently works as the Beginning Farmer Program Coordinator and the Raw Milk Program Coordinator for the Massachusetts Chapter of the Northeast Organic Farming Association. She also lives and works at Cricket Creek Farm in Williamstown, where she has been the primary liaison to the community for 4 years.

SOC 13 Humanity 2.0: Humans, Transhumans, Posthumans
This course will invite the students to explore the so-called "transhumanist movement" and its overriding aim: the realization, through highly speculative technoscientific means, of an enhanced or even postbiological existence; the so-called "posthuman condition," Humanity 2.0.
Students will read primary transhumanist texts and critical scholarship on the movement, and will engage with related works of science-fiction film and literature. Considerable attention will be devoted to the figure of the cyborg, the so-called "technological singularity," artificial intelligence, mind-uploading, nanotechnology, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have come to operate as powerful channeling agents for the very sorts of (magical) beliefs, practices, and forms of (apocalyptic) association and expectation that theorists of secularization expected modernity to displace. Taking transhumanism as a provocation to think seriously about embodiment, culture, and human being, students will experiment with a technology fast. Students will also be required to write two short essays.
METHOD OF EVALUATION: two short essays, attendance and active participation
PREREQUISITES: none
ENROLLMENT LIMIT: 18
METHOD OF SELECTION: an email to the instructor as to reasons why s/he wishes to enroll
COST PER STUDENT: $35
MEETING TIME: mornings
FILM BUDGET: $50
RESOURCES NEEDED: The class will require a class room space with movable seats/desks, a projector, and a sizable chalkboard.
INSTRUCTOR: Grant Shoffstall

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 25 Borderlands, Migration and Indigenous Cultures in Chiapas, Mexico (Same as COMP 26 and RLSP 25)
The course will approach the study of immigration with an intensive week of class on-campus with readings, movies and discussion. Students will acquire a framework from which to understand current migration issues in the US, Mexico and globally and start to develop a positive group dynamic prior to travelling. Then, the class will take a 10 to 12-day trip with Borderlinks to Chiapas in southern Mexico.
The Borderlinks pedagogical model is based on "dynamic educational experiences that connect divided communities, raise awareness about the impact of border and immigration policies, and inspire action for social transformation." Their leaders accompany the delegation at all times.
Students are expected to participate in all the scheduled activities, keep a daily journal and share in daily reflections. Upon returning, there will be a debriefing and a structured summation on campus in preparation for writing a 10-page paper. METHOD OF EVALUATION: 10-page paper
PREREQUISITES: none. This course is designed for students who wish to better understand international migration, and who have transnational and multicultural interests.
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: personal statements
COST PER STUDENT: $2,600
ITINERARY: In this trip to the southern Mexican state of Chiapas participants will explore current immigration issues and to learn about the work of communities and groups advocating for justice in one of the poorest states in Mexico. The program includes meetings with fair trade activists and community leaders, visits to rural communities organizing for sustainability, and talks with human rights organizations. Students will also have the opportunity to learn about Zapatista political philosophy and autonomous education, and the quest for indigenous autonomy in Mexico.
INSTRUCTORS: Amal Eqeiq and Jane Canova

ARAB 31 Senior Thesis
To be taken by students registered for ARAB 493-494.

ART

ART HISTORY

ARTH 15 Exhibition Design for the Arts of Africa
This course will address methods of creating an effective exhibition space for the arts of Africa. Towards this end, students will be work with faculty and staff towards realizing the Williams College Museum of Art's upcoming Spring 2016 exhibition *African Art Against the State*. Students will be reading foundational texts on African art and exhibiting non-Western cultures, discussing the issues and politics of these ventures in the context of class meetings, and putting these discussions to practical use in the organization and representation of objects in an exhibition space. Total course time will be divided between in-class meetings (averaging 6-8 hours a week), independent group work and discussion oriented around exhibition design, course readings, and one, possibly two, day-long field trips to regional art institutions (TBA) to view exhibitions on display and speak with museum professionals about curatorial practice.
METHOD OF EVALUATION: exhibition review (2 pages), exhibition design proposal (3 pages), revised proposal (3 pages), final presentation with exhibition statement (2 pages)
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: preference given to seniors and/or art history majors
COST PER STUDENT: $100
MEETING TIME: mornings
INSTRUCTOR: Michelle Apotsos
FIELD TRIP BUDGET: $425
RESOURCES NEEDED: The only resources we will need are a van(s) and driver(s) (number dependent on class enrollment) for two fields trips to both Boston and NYC, both of which have been included in the budget for the course.

ARTH 31 Senior Thesis
To be taken by students registered for ArtH 494. For requirements of entry into the course, please see "The Degree with Honors in Art, Art History" in the catalogue or on the Art Department's webpage.
Enrollment limited to 8.
Students need permission of the department to register for this course.
FILIPCZAK

ARTH 33 Honors Independent Study
To be taken by candidates for honors by the independent study route.

ART STUDIO

ARTS 10 Observational Drawing From The Natural World (Same as BIOL 10)
See under BIOL for full description

ARTS 11 Audible Imagination: Exploring Sound Across the Arts (Same as RLFR 11)
See under RLFR for full description

ARTS 12 The Figure and Interior Space
The idea of an "interior" or "stage" for the figure(s) will be explored with the intention of integrating the figure into an environment. This environment can reveal as much about our intentions for the painting as how we construct the figure itself. For example do we want the confrontation of a shallow space, or the greater narrative potential of a deeper space?
We will look at artists such as Pierre Bonnard, Alex Katz, Alice Neel, Vilhelm Hammershoi, Marlene Dumas, Lucian Freud, Paula Molderson-Becker, Fairfield Porter, Edvard Munch, and Henri Matisse. We will analyze how they use various spacial configurations in order to imbue the figure with certain characteristics. In our work the image of the figure may dominate the piece, or may be subjugated by the interior/room, or may even have just left the space pregnant with his/her former presence.
While painting may be the primary theater of investigation, we can pursue the combination/intersection of paint with other 2D and 3D elements (i.e. photographs, cardboard, wax, etc.). The incorporation of various materials can inform the development of your art process, and also push your own conception of the figure-ground relationship.
All students are critiqued daily on an individual basis. This is a workshop and students may therefore be working on quite different projects and with different processes.
Students can work in any media including graphic media (drawing, etc.).
Students should come to first class prepared to work even if they only have charcoal and paper. There will be a materials demonstration the first day of class for those students who are uncertain or unfamiliar with various painting and graphic medium.
Students are evaluated on the development of their portfolio, and their effort, and participation in individual and group critiques (two group critiques will be held, one half way through class and the other on final day of class).
Class will conduct field trips to The Clark Museum and to New Haven to visit the Yale UniversityArt Gallery [Yale is OPTIONAL depending on budget availability].
MEETING TIME: mornings
ENROLLMENT LIMIT: 12
PREREQUISITES: all students are welcome, regardless of their level of experience. The emphasis of the workshop is more on Experimentation and Process than on Product. Models will be present during most sessions, for those who desire to work from the live figure.
INSTRUCTOR: JIM PETERS
SPONSOR: AMY PODMORE

Jim Peters, painter/printmaker, holds an MFA from Maryland Institute, College of Art and an MS from the Massachusetts Institute of Technology. He has taught at Rhode Island School of Design and Massachusetts College of Art and Design and exhibits his work at ACA Galleries and Ethan Cohen Fine Arts Gallery in New York City.

ARTS 13 How to be a Medieval Stone Mason
Students will carve a Gothic stone arch out of a block of Indiana limestone, and in the process learn the rudiments of medieval stone cutting practice. Step by step, under the guidance of Marcel Mueller, they will design the arch, along with its profiles and moldings, prepare full-scale templates, and then carve the entire window from stone, according

to medieval practice using wrought-iron tools. In the process they will learn something of the physical properties of stone, the use of stone-cutting tools, and the practice of stereotomy (the art of projecting geometrical forms onto three-dimensional solids). Students will be expected to work 20 hours each week in the studio.
METHOD OF EVALUATION: students will be evaluated on the basis of their participation and the final stone arch
PREREQUISITES: none
ENROLLMENT LIMIT: 17
METHOD OF SELECTION: preference given to students with previous experience in stone cutting, next to freshmen
COST PER STUDENT: $300
MEETING TIME: sculpture studio from 10 to 12:00 a.m.; 1 to 3:00 p.m. weekdays
INSTRUCTOR: Marcel Mueller
MATERIALS BUDGET: $425
RESOURCES NEEDED: Williams College's art department will make available the wrought iron chisels used when the course was last taught in 2014.

Marcel Mueller is a professional stone mason who has carved ornament and Gothic tracery on monuments throughout Europe.

ARTS 14 Dioramas!
How can you create a work of art that blurs the line between the 2-dimensional and 3-dimensional? This is an assemblage class focusing on material exploration. Students will begin with an image (a photograph or their own drawing/painting) and recreate it in three dimensions. From there students will design their own assemblage or diorama pieces, with emphasis placed on working with unusual materials (such as found objects, plastics, or textiles) and capturing materials with wood and metal. Basic woodworking and metalsmithing techniques will be covered, as well as methods for working with paint, image transfer, fabric, and paper. Students are expected to work at least 15 hours per week in the studio outside of class, and participate in an exhibition of work at the end of winter study.
(Note: Due to the nature of working with hand tools, most work will be fairly small in scale.)
METHOD OF EVALUATION: participation in class, quality of work, final project
PREREQUISITES: none
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: preference to Art majors
COST PER STUDENT: $75
MEETING TIME: mornings
INSTRUCTOR: Audrey Bell

Audrey Bell ('10) has a BA in Studio Art and Anthropology from Williams College. She recently completed the Core Fellowship at Penland School of Crafts, where she focused in woodworking and metalsmithing. She currently lives and works in Penland, NC.

ARTS 15 Mapping the Museum- Intervention and Participation in Contemporary Museum Life
Taught by artist Lexa Walsh this hands-on course ties directly into the exhibition that she is conceiving with her fellow artist-collaborator and brother, Dan Walsh, and which will be in the process of being installed at WCMA during the winter study period. The exhibition will interrogate and respond to WCMA's collection through a large-scale experiential, interpretive kiosk--nodding to Rome's Circus Maximus--and will also include a series of oversized stitch samplers that address differing theories of contemporary art. The artists' contradictory practices (Dan, a minimalist abstract painter, Lexa, a socially engaged artist) uncover both conflict and resolution in this work.
In the course, we will look at contemporary artists and institutions working in the practices of participation, interpretation and institutional critique. We will examine artists such as Andrea Fraser, Fred Wilson, Mark Dion, Tino Sehgal, The Guerrilla Girls, and Machine Project, as well as institutional initiatives such as those at Santa Cruz Museum of Art and History, Columbus Museum of Art, Walker Art Center, Indianapolis Museum of Art, The Exploratorium, and Portland Art Museum.
The structure of the class includes readings, in-class analysis, a field trip, an in-class visit from Dan Walsh, and applied exercises in the museum galleries. With knowledge and questions in hand, we will address WCMA, experimenting with ways to bring the museum to life through the lens of Dan and Lexa Walsh's exhibition in progress.
We will develop interpretive strategies for chosen works in the collection to be included in the exhibition, and interpretive and critical responses to not only to those works themselves, but to how we, the artists, have chosen to interpret and respond to them in our installation. This collaborative process will address art history, education, analysis, and the possibility of what a 21st century museum can be.
METHOD OF EVALUATION: final project and paper
PREREQUISITES: introduction to Art History or equivalent
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: personal statements of intent
COST PER STUDENT: $50
MEETING TIME: afternoons
INSTRUCTOR: Alexandra Walsh

Lexa Walsh is an interdisciplinary artist working with, in and around museums. She and her artist brother Dan Walsh will be collaborating on an exhibition at WCMA during Winter Session.

ART 16 Maghrebin Film: From Independence to the Arab Spring (Same as RLFR 15)
See under RLFR for full description

ARTS 17 Glass and Glassblowing (Same as CHEM 16)
See under CHEM for full description

ARTS 18 Stories and Pictures (and Trailers and Posters) (Same as ENGL 18)
See under ENGL for full description

ARTS 20 Writing Art (Same as ENGL 20)
See under ENGL for full description

ARTS 31 Senior Studio: Independent Project Art Studio
Independent project to be taken by candidates for honors in Art Studio.
LALEIAN

ASIAN STUDIES

ASST 11 Crisis: China and Korea (Same as HIST 11)
See under HIST for full description

ASST 12 The East is Red?-Socialism in Asia (Same as HIST 12 and PSCI 10)
This course provides a historical and political overview of socialism in Asia from the 1910s to the present. It examines the spread and influence of Marxism in Asia, the polices of socialist states and movements in relation to decolonization, the Cold War, and the Sino-Soviet split, and the marriage between market reforms and ostensibly socialist governments in the present day. In addition to looking at the socialist governments of China, Mongolia, North Korea, Vietnam, Laos, and Cambodia, we will examine cases of "unsuccessful" socialist movements in Japan, Indonesia, Nepal, and India. Class materials include memoirs of survival by non-state actors, the writings of socialist leaders (Mao Zedong, Ho Chi Minh, M.N. Roy, etc), and cultural constructions such as revolutionary theatre, songs, and contemporary films. We will also engage secondary scholarship that deals with Asian approaches to modernity, the use of revolutionary and state violence, and gender relations under socialism. Questions that will be addressed include: Why did Marxism, a Eurocentric theory of revolution intended for advanced capitalist societies, find such resonance in Asia? How was Marxism adapted for an Asian environment? Twenty-five years after the fall of communism, why have Asian socialist states remained in power? And in the scales of history, how should we judge the effects of socialism in Asia?
METHOD OF EVALUATION: Evaluation will be based on leading one class discussion, an 8-10 page research paper, and a class journal. Attendance and participation will also be taken into account.
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: Preference will be given to students majoring in the fields of Asian Studies, History, or Political Science
COST PER STUDENT: $20
MEETING TIME: afternoons
INSTRUCTOR: John Knight

John Knight is a Ph.D. candidate in East Asian History with a focus on modern China during the Republican and Mao periods. He has previously taught East Asian and World History at Ohio State University, Capital University, and Seton Hall.

ASST 18 Feng Shui: Space in Theory and Practice (Same as HIST 18)
See under HIST for full description

CHINESE

CHIN S.P. Sustaining Program for Chinese
Students registered for Chinese 101-102 are required to attend and pass the Chinese Sustaining Program.
Evaluation will be based on regular attendance and active participation.
Prerequisite: Chinese 101.
Meeting time: MTR 9:00-9:50.
Cost to student: one Xerox packet.
LANGUAGE FELLOWS

CHIN 13 Tai Chi
This class will introduce to students the basic movements of Yang-style Tai Chi and the auxiliary qigong skills, two popular forms of physical exercise in China. Students will also learn the history of the development of Tai Chi and the Chinese cultural values embedded in it. Through assigned readings and multimedia information, this course will provide students the tools for self-studying new movements and practicing those learned in class. We will meet 3 times each week for two-hour sessions and attendance to each class is required. Students will also write a 500-word essay that demonstrates their understanding of the cultural aspects of Tai Chi. Evaluation will be based on attendance, effort in class, and a final performance that shows students can complete all learned movements with precision and coherence.
METHOD OF EVALUATION: evaluation will be based on attendance, effort in class, and a final performance
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: preference will be given to seniors and juniors
COST PER STUDENT: none
MEETING TIME: MF 10-12, W 2-4INSTRUCTOR: Youlin Shi

Youlin Shi has been teaching Taichi for twenty years. She is an adjunct faculty in the Department of Physical Education at MCLA and teaches Tai Chi classes in North Adams, Adams, and Williamstown.

CHIN 14 Chinese for Tourists
This course is designed for students who have zero background in Chinese language. It introduces the pronunciation of Mandarin and some practical phrases that are useful for a tourist in Mandarin-speaking areas (such as Mainland China, Taiwan, Singapore, Hong Kong, etc.). The course adopts a commercially published phrasebook as the main textbook but uses the Performed Culture teaching approach that completely immerses the learner in the Chinese language and culture. Students will learn to use ready-made phrases in culturally appropriate ways for situations such as greeting, meeting people, buying a ticket, booking a hotel, eating out, bargaining, etc.. Other course readings include books, articles, and videos on Chinese cultural codes and etiquette. The basics of the Chinese writing system will also be introduced. The course meets 2 hours a day, 3 days a week (M, W, F 10 a.m.-12 p.m.). Students should expect to work 2 to 3 hours everyday outside of class for prep, homework, readings, or film viewing. Students are also expected to attend at least once per week the Chinese Language Table in the dining hall.
METHOD OF EVALUATION: daily quizzes, class attendance and performance, final oral and written tests
PREREQUISITES: none
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: priority is given to students who have no prior background in Chinese language/culture, freshmen are also given priority
COST PER STUDENT: $50 for books
MEETING TIME: mornings; MWF 10 a.m.-12 p.m.
INSTRUCTOR: Li Yu

CHIN 31 Senior Thesis
To be taken by all students who are candidates for honors in Chinese.

JAPANESE

JAPN S.P. Sustaining Program for Japanese
Students registered for Japanese 101-102 are required to attend and pass the Japanese Sustaining Program.
Evaluation will be based on regular attendance and active participation.
Prerequisite: Japanese 101.
Meeting time: MTR 9:00-9:50.
Cost to student: one Xerox packet.
JINHWA CHANG

JAPN 10 Encountering The Tale of Genji-1000 Years Later
The Tale of Genji by Murasaki Shikibu, a lady who served in the imperial court, is considered by some to be the world's first novel. Kawabata Yasunari called it "the highest pinnacle of Japanese literature," in his 1968 Nobel acceptance speech. The year 2008 marked the millennium celebration since the novel's dissemination is confirmed in a diary entry by the author. Consisting of 54 chapters, The Tale of Genji spans three

generations, depicts intricate human relations, psychology, pathos, love, death, and jealousy; it has influenced and bequeathed traces of itself to later genres of Japanese literature, culture, esthetics, and arts. Over 1000 years later, and over 10,000 km away, winter study provides us a great opportunity to dive into this monumental work. We will explore its relevance to our lives, and the scope of its lasting influence, evidenced by translations in several languages, modern Japanese adaptations, films, anime, comic books, TV programs, and numerous theatre productions, both traditional and modern.
METHOD OF EVALUATION: evaluation for this course is based on a complete reading of the tale, class participation, oral presentations on some chapters, and a final essay, about five pages long, in response to the tale in its entirety
PREREQUISITES: none. Materials and discussions will be in English (unless you choose otherwise via consultation with the instructor).
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: preference will be given to more senior students
COST PER STUDENT: $20-$40
MEETING TIME: afternoons
INSTRUCTOR: Shinko Kagaya

JAPN 11 The Samurai in Japanese Film
Some of the finest films ever crafted and celebrated in cinematic history have projected the lives and legends of the samurai. Like the gunfighter and cowboy of the American West, the samurai is an extraordinarily iconic figure, if not, an enduring expression of a distinct Japanese ethos. This course will examine the samurai genre, the formulation of the samurai character, the code of Bushido he lived by, and the multiple roles he has assumed in Japanese filmmaking. Whether as a warrior or loyal retainer to his lord, a symbol of purity of purpose or tragic sacrifice, the samurai has usually been apotheosized as a noble, revered hero. Why? Notwithstanding this image, the films in this course will trace the rise and fall of the samurai class, the tangled legacies of its demise, and ultimate disappearance at the end of the Shogunate era, when Samurai cut their top knots before the turn of the twentieth century, and put up their swords for good. The focus of this class will be on the films of Kurasawa and Kobayashi. Class attendance and participation is mandatory. METHOD OF EVALUATION: Students will write short papers, 3-5 pages after each screening.
PREREQUISITES: none
ENROLLMENT LIMIT: 25
METHOD OF SELECTION: upper classmen will be given priority
COST PER STUDENT: $25
MEETING TIME: afternoons; MWF, 1-3.
INSTRUCTOR: Frank Stewart

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

ASTRONOMY

ASTR 12 Mars!-A Passion for the Red Planet (Same as GEOS 11)
This course, meant for non-majors, will deal with scientific, historical, and literary aspects of the planet Mars. It will be based on the content of the instructor's book *A Passion for Mars: Intrepid Explorers of the Red Planet* (2008). Dreamers and space scientists, engineers and biologists, backyard astronomers and artists have devoted their lives-sometimes at the expense of their careers-to the quest for Mars. Over half a century, they have transformed the Red Planet from a projection of our wildest fantasies into an even more amazing *real* place of spectacular landscapes, beguiling mysteries, and fantastic possibilities-as an abode for life, and even as a second home for humanity. In *A Passion for Mars*, Andrew Chaikin, who covered Mars exploration as a science journalist and took part in the first Mars landing, chronicled this epic quest and the enduring dream of going there. Based on first-person interviews and animated by the author's own passion, this Winter Study Course will deal with the story of Earthbound explorers and their robotic surrogates caught in the irresistible pull of the Red Planet. The humans include astronomer Carl Sagan, fierce champion of the search for life; rocket scientist Wernher von Braun, who envisioned human Mars expeditions years before the space age; and science-fiction titan Ray Bradbury, standard-bearer for Mars as human destiny. The course will discuss four decades of photographs and other observations sent back by robotic explorers as well as visionary artwork that renders our Martian future.
No prerequisites. *Enrollment limit: 10. If overenrolled, selection will be on the basis of emailed student description of experience or interest in the topic.*
Meeting time: two 2.5-hour classes per week one additional 2-hour session per week for Mars-related videos.
ANDREW CHAIKIN (Instructor)
PASACHOFF (Sponsor)

Andrew Chaikin is the author of numerous books and articles on space exploration. His book *A Man on the Moon: The Voyages of the Apollo Astronauts* (1994) has been called the definitive account of the Apollo missions. Chaikin is a commentator for National Public Radio's Morning Edition, and is an advisor to NASA on space policy and public communications. While studying geology at Brown University, he participated in the Viking 1 Mars landing. A former editor of Sky and Telescope magazine, he has written about astronomy and space exploration for three decades.

ASTR 31 Senior Research
To be taken by students registered for Astronomy 493, 494.

ASTROPHYSICS

ASPH 31 Senior Research
To be taken by students registered for ASPH 493, 494.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

BIMO 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.
METHOD OF EVALUATION: 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 LIMIT: enrollment limited to space in faculty research lab
COST PER STUDENT: none
MEETING TIME: mornings
OTHER BUDGET REQUEST: 425
EXPLANATION OF OTHER BUDGET REQUEST: various lab supplies
RESOURCES NEEDED: Chemistry Department will provide many other supplies and will use equipment from the labs.
INSTRUCTOR: Amy Gehring and Becky Taurog

BIOLOGY

BIOL 10 Observational Drawing From The Natural World (Same as ARTS 10)
This is a drawing and watercolor course for students interested in developing their skills in observing and drawing from nature. Much of the class work will deal with drawing directly 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. There will also be an emphasis on the use of watercolor. 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 mandatory and scheduled visits to the WCMA study collection the Chapin Library of Rare Books and the New York State Museum in Albany. METHOD OF EVALUATION: Evaluation will be based on both the completion of in-class work and outside 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 a considerable amount of scheduled time outside of regular class meetings for additional assignments so be prepared to commit to the necessary amount of time. Review of work at the final class meeting is required. Ongoing individual critiques, a final project and final review.
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Biology and Art Majors first and then seniority
COST PER STUDENT: $125
MEETING TIME: TWR afternoons, some mornings.
INSTRUCTOR: John Recco

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.

BIOL 11 BioEYES Teaching 4th Grade about Zebrafish
BioEYES brings tropical fish to 4th grade classrooms in Williamstown and Greylock Elementary schools, 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.
METHOD OF EVALUATION: 8-page paper
PREREQUISITES: none
ENROLLMENT LIMIT: 14
METHOD OF SELECTION: preference to seniors
COST PER STUDENT: 0
MEETING TIME: other; varies depending on needs of schools and laboratory requirements
EXPLANATION OF MEETING TIME:
INSTRUCTOR Jennifer Swoap

Jennifer Swoap, an elementary school teacher, currently coordinates Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools.

BIOL 12 New Orleans-Style Jazz and Street Performance
This course has a focus on making music based on the principles of improvisation and street performance embodied by New Orleans-Style jazz. Typically composed of brass instruments, this course welcomes musicians and performers of all types, from the classically trained to those with no experience who are willing to play washboards, kazoos, and experiment with other forms of sound-making. For when you travel the world after Williams, this course will prepare you to "busk," or make money playing music on the street, where some of the most dynamic forms of jazz and improvisation have been created. The course will include various street performances and culminate in a "gig" at a local music venue.
METHOD OF EVALUATION: Evaluation will be based on class attendance and participation in the final project which will be in the form of a performance.
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: selection will occur as follows: seniors, juniors, sophmores, freshmen
COST PER STUDENT: $4
MEETING TIME: afternoons
INSTRUCTOR: Andrew Kelly
SPONSOR: SWOAP

Andrew Kelly, class of 1980, is a performing and teaching jazz musician. He is bandleader of The Sister City Jazz Ambassadors, who have toured Cuba, Turkey, Nicaragua, Italy, Ireland, as well as extensively in the Northeastern USA. Andrew's mission is to use music to break down barriers of all types!

BIOL 13 Introduction to Animal Tracking
This course is an introduction to the ancient art and science of animal tracking, and its use for ecological inventory. Participants will deepen their skills as naturalists, their awareness of the natural world, and discover that even the greens at Williams College are abundant with wildlife. Students will have field time in class at Hopkins Forest as well as through independent study at a convenient outdoor location of each student's choosing. Basic concepts of animal tracking, its history and use by indigenous people throughout the world will be discussed through video and slide show. Students are required to create journals and site maps of Hopkins and their personal study areas, including all major features of the landscape, flora and fauna activity. There will be required reading assignments in the field guides for this class as well as a thousand word

final research paper on one of the mammals present in their study area.
METHOD OF EVALUATION: Evaluation will be based on attendance, participation a final presentation of their maps and journals, with attention to detail and content and the research paper.
ENROLLMENT LIMIT: 15
COST: $75; students are expected to have appropriate outdoor gear for winter conditions.
MEETING TIME: 10 a.m.-2 p.m., twice a week for four hour sessions, primarily in the field. Students are also required to do extensive independent field study, demonstrating observations through journals and site maps.
ADJUNCT INSTRUCTOR: DAN YACOBELLIS (miye_yelo@yahoo.com)
Sponsor: SWOAP

Dan Yacobellis is a local naturalist and wildlife tracker who has explored forest and field for the last 20 years. He teaches courses on wilderness skills and tracking at nature education centers in Massachusetts and New York.

BIOL 15 Documenting Stories of Escape and Survival (Same as HIST 15)
Between 1940 and 1945, the Baltic nation of Estonia lost 25% of its population to execution, deportation to Siberian labor camps, imprisonment and conscription into the occupying German and Soviet armies. An additional 70,000 people fled the country in desperation to save their lives, and some of those are still alive and living on the East Coast of the US. Students in this class will contribute to an ongoing international project to collect and share stories about Estonians' experience under both German and Soviet occupation and the crimes against humanity committed by these totalitarian regimes during and after WW II. In collaboration with the Unitas Foundation, based in Estonia, students will interview members of the Estonian diaspora and create short films for the digital database of video stories established by Unitas and archived at Stanford University. Through documentary films and readings, we will spend the first week of WS learning about the history of this remarkable country's fight for self-determination, and the non-violent "Singing Revolution" that brought the Estonians their freedom and contributed to the collapse of the Soviet Union in 1989. In week 2, along with training in film editing, we will explore the goals of oral history and the process of creating narrative through documentary film before traveling to New York City and Baltimore/DC on Jan. 15-19 for four days of professionally filmed interviewing. While in DC, we will be hosted by the Estonian ambassador to the US, and will interview him at the Estonian Embassy. Upon our return to Williamstown, each student will edit his or her interview to produce a final 10-minute film for the "Kogu me lugu" ("Collect our stories") web-based collection. Readings will include approximately 100 pages of essays and memoirs, as well as one short story, one novel, and short excerpts from a second novel. Additional time outside of class may be required to complete the editing process and to view short film clips.
Readings:
Anne Applebaum, "The Worst of the Madness" NY Review of Books (11/11/2010)
Selected essays from "Carrying Linda's Stones" (Susan Stiever Lie, Lynda Malik, Ilvi Joe-Cannon, Ruth Hinrikus, ed.)
Jaan Kross, "Lead Piping" (short story)
Sofi Oksanen, "When the Doves Disappeared" (novel)
Excerpts from Anthony Doerr, "All the Light We Cannot See" (novel)
METHOD OF EVALUATION: final project=edited short film, suitable quality for distribution on the Unitas website and use in educational settings
PREREQUISITES: none
ENROLLMENT LIMIT: 8
METHOD OF SELECTION: Written explanation of interest and/or interview
COST PER STUDENT: $500
MEETING TIME: mornings; MWF 10 AM-1 PM. Mandatory field trip Jan. 15-19 to NYC and Baltimore/DC; students will stay with Williams alumni in both cities.
INSTRUCTORS: Lois Banta, Jim Tusty and Maureen Castle Tusty

James Tusty and Maureen Castle Tusty are a husband and wife filmmaking team. They founded, owned and operated a private communications firm called Mountain View Group, Ltd. , which served some of the largest international corporations in the world, such as GE, Coca-Cola, Home Depot, and IBM. In 2008, they sold Mountain View Group and opened Sky Films Incorporated (SFI), a production company dedicated to documentary films. Their first release, "The Singing Revolution," played in 125 North American theatrical markets and was one of the most successful feature documentaries of 2008. The New York Times wrote of the film, "Imagine the scene in Casablanca in which the French patrons sing 'La Marseillaise' in defiance of the Germans, then multiply its power by a factor of thousands, and you've only begun to imagine the force of The Singing Revolution." The couple recently released a second documentary, "To Breathe as One," about the 30,000 singers and 100,000 audience members who come together once every five years for the Estonian Song Festival, and the integral role this festival has played in maintaining strength and national identity for a people who have faced cultural genocide multiple times in the last 150 years.

BIOL 16 Organ Transplantation: From Bioethics to Bioengineering (Same as PHIL 16)
See under PHIL for full description

BIOL 25 Sustainable Agriculture in California (Same as ENVI 25)
See under ENVI for full description

BIOL 31 Senior Thesis
To be taken by students registered for Biology 493, 494.

CHEMISTRY

CHEM 10 Storytelling with Animation
This course will explore the art of storytelling through the use of technology and workflows associated with writing and producing animations. Class time will consist of lecture, critique of student work, critique of outside work, and hands-on instruction. Students will produce and present scripts, storyboards, and production plans. Many short projects will be assigned to explore techniques covered in class. The final product of the course will be an animation of less than 5 minutes that will be publicly screened on campus.
The primary software used will include Adobe Flash, Adobe Premiere, Adobe Photoshop, and Audacity. This course is drawing intensive, but only basic drawing skills are necessary.
We will meet for 3, two-hour sessions each week (lecture and workshop) with an additional required research and production time (minimum of 6 hours/week with additional time required to complete assignments.)
METHOD OF EVALUATION: attendance, class participation, completion of assignments, and final project
PREREQUISITES: interest in animation and comfort with drawing/sketching
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: students will be asked to submit a drawing and short statement of interest
COST PER STUDENT: 0
MEETING TIME: mornings
INSTRUCTOR: Trevor Murphy

Trevor Murphy is an Instructional Technology Specialist at the Office for Information Technology at Williams College.

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 23, 24) 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.
METHOD OF EVALUATION: 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: none; you need not be a science major; all that is needed is enthusiasm.
ENROLLMENT LIMIT: 25
METHOD OF SELECTION: senior, juniors, sophomores
COST PER STUDENT: none
MEETING TIME: other; classes meet three times a week for approximately three hours each session. The workshop is run on the third weekend of Winter Study (January 23, 24) 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.
OTHER BUDGET REQUEST: $1000
EXPLANATION OF OTHER BUDGET REQUEST: Based on previous years expenses (mailings, duplications, supplies). The Chemistry Department contributes approximately an additional $1000 for this course, which benefits 150 children throughout Berkshire County.
RESOURCES NEEDED: Chemistry will provide many supplies and will use their equipment from the labs.
INSTRUCTOR: Dieter Bingemann

CHEM 12 The role of Epidemiology in Public Health and Evidence-Based Medicine (Same as ANTH 14 and PHLH 12)
See under ANTH for full description

CHEM 15 The Work of the Supreme Court: A Simulation (Same as JLST 15)
The objective of this course is to provide students with an understanding of the personal, theoretical, and institutional characteristics that impact the decision making process of the nation's highest court. At the beginning of the course, the students will be provided with briefs, relevant decisions and other materials for a case currently pending before the court. Where possible, cases will be selected that address constitutional issues that also have a political and/or historical significance. Past examples include the constitutionality of provisions in the Affordable Care Act, rights of prisoners held in Guantanamo, the extent of First Amendment rights of students, and the applicability of the State Secrets doctrine to the country's extraordinary rendition program. Four students (two on each side) will be assigned to prepare and present oral arguments to the "Court", which will consist of the other eight students, each playing the role of a Supreme Court Justice. An instructor will act as the Chief Justice to coordinate the student Justices and keep them on focus. After the oral argument, the "Court" will confer and prepare majority and minority opinions, which will be announced in "open court" at the conclusion of the term.
METHOD OF EVALUATION: Evaluations will be based on the student's preparation for and performance of their assigned role, and upon a five-page paper discussing the subjects covered by the course.
PREREQUISITES: none
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: seniority
COST PER STUDENT: $30
MEETING TIME: mornings
NSTRUCTORS: Robert S. Groban, Jr. and Thomas J. Sweeney

Robert S. Groban, Jr. '70, former Assistant U.S. Attorney, SDNY, and current partner in Epstein, Becker & Green, PC.; Thomas J. Sweeney, III, Retired, former litigator with Hogan & Hartson and Hogan Lovells; John Houston Pope, litigation partner with Epstein Becker & Green, P.C. with over 25 years' diverse litigation experience. Messrs. Groban and Sweeney previously taught this course on several occasions.

CHEM 16 Glass and Glassblowing (Same as ARTS 17)
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.
METHOD OF EVALUATION: evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class
PREREQUISITES: none
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: : preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by e-mail to Professor Thoman
COST PER STUDENT: $75
MEETING TIME: 9:00 a.m. to noon, M-F.
MATERIALS BUDGET: $425
INSTRUCTOR: Jay Thoman

CHEM 17 Combinatorial Organic Chemistry: Distributed Drug Discovery
This course provides an introduction to combinatorial research through the lens of peptide-based drugs, a class of molecules that has shown promising activity in anti-bacterial and anti-malarial studies. Using solid phase synthesis, students will generate a library of related and novel compounds. Skills to learn/practice will include standard organic laboratory techniques, combinatorial library design, analytical methods of characterization, literature searching and evaluation, and biochemical assessment of the compounds. Students are expected to attend lab 3 afternoons (T-R, 1-4) and a 1 hour meeting (TBD) each week. Outside of class time, students will analyze, interpret, and report their data in order to determine the next course of action. This course is designed

as an introduction to research. While we will use organic chemistry techniques, we will focus on the process of research; students with minimal chemistry background are encouraged to enroll.
METHOD OF EVALUATION: 10-page paper detailing experimental procedures and results
PREREQUISITES: CHEM 151, 153, or 155
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: mix of students' chemistry background and seniority
COST PER STUDENT: $0
MEETING TIME: afternoons
INSTRUCTOR: Sarah Goh

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 transition metal catalysts for the syntheses of novel polymeric materials and b) the synthesis of coordination complexes as models of bioinorganic systems. Students will be guided through the fundamentals of project planning, record keeping and scientific writing. The interdisciplinary nature of the research will expose students to a variety of areas including synthetic inorganic and organic chemistry and characterizations by modern spectroscopic techniques.
METHOD OF EVALUATION: a 10-page written report is required
PREREQUISITES: variable, depending on project but at least CHEM 151 and permission of the Department. Since projects involve work in faculty research labs, interested students must contact the faculty instructor listed below before electing this course. Non-science majors are invited to participate.
ENROLLMENT LIMIT: limited to space in faculty research labs.
COST PER STUDENT: none
MEETING TIME: mornings and afternoons (Monday-Thursday)
INSTRUCTOR: Christopher 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, molecular modeling of water clusters, laser spectroscopy of chlorofluorocarbon substitutes, and observing the dynamics in glasses using single molecule spectroscopy and molecular dynamics simulations.
METHOD OF EVALUATION: 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 LIMIT: limited to space in faculty research lab.
COST PER STUDENT: none
MEETING TIME: mornings
INSTRUCTOR: Enrique Peacock-Lopez

CHEM 31 Senior Research and Thesis
To be taken by students registered for Chemistry 493, 494.

CLASSICS

CLAS 12 Greek Myth and the Modern Cinema
This course will examine the mythic narratives that formed the basis of ancient Greek religion and culture, especially those concerning cosmological and human origins, epic heroes and trickster figures-for example, Hesiod's *Theogony*, Homer's *Odyssey*, and the Homeric Hymn to Hermes. We will explore these narratives by using a variety of theoretical approaches, including psychoanalytic and structural analysis, and by comparing them to other ancient texts like The Epic of Gilgamesh and the Book of Genesis. In tandem with this project, we will view and discuss several Hollywood films, such as *Star Wars: Episode IV* and *The Dark Knight*, in order gain to insight into the important similarities and differences between Greek myths and myths of contemporary American society.
METHOD OF EVALUATION: 10-page paper or final creative project developed in consultation with professor
PREREQUISITES: none
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: preference given to Classics, Art History and History majors
MEETING TIME: afternoons
INSTRUCTOR: Benjamin Rubin

CLAS 31 Senior Thesis
May be taken by students registered for Classics 493, 494.

COGNITIVE SCIENCE

COGS 31 Senior Thesis
May be taken by students registered for Classics 493, 494.

COMPARATIVE LITERATURE

COMP 11 Historic Bookbinding
This course will explore the craft, practice, and history of book making. In addition to outside readings and in-class discussion, we will visit Chapin Library to examine relevant objects in their collection. While the course will focus on the mastery of techniques and refinement of hand-skills, we will discuss how these historic practices can be applied today in conjunction with experimental materials and content. Through making, we will gain insight into the materiality of the book and its place in history and society.
METHOD OF EVALUATION: final project
PREREQUISITES: none
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: relationship to course of study
COST PER STUDENT: 85
MEETING TIME: mornings
INSTRUCTOR: Kathleen Barber

Kate Barber has an MFA in Book Arts from the University of Alabama. Her work spans from making historical full leather bindings to creating unique artist's books.

COMP 25 Teaching and Learning in Sweden
We often hear that the broad liberal arts education is one signature of American higher education. What can the world learn from a place like Williams, and what might we learn from a different model of college in another country? The course will take you to Växjö, Sweden for a week, where you will participate in a series of workshops on Sweden's educational system and its cultural context, led by faculty and students at Linnaeus University. The curriculum will include lectures and discussion, films, tours of area cultural institutions (from the emigration museum to factories to IKEA), and a chance to get to know Linnaeus students by studying and socializing together. Then toward the end of January we will bring a group of the Swedish students back here to Williams for a week, to study the Williams liberal arts education through a series of workshops that you will design and lead to match your own interests. (You will be planning this workshop during the first week in January, before we go to Sweden.) You could schedule a tour of an area museum, read about the history of college architecture, visit area secondary schools, arrange to hear from a Williams staff member you think embodies the college, or do anything else you think will demonstrate what Williams is all about. You will also have a chance to unleash your inner JA and introduce the Swedish students to Williams outside the classroom. Evaluation will be based on your work designing your portion of the Williams seminar, a final 5-page reflection paper, and participation throughout. All classwork will be conducted in English; no foreign language skills or other experience required--just a willingness to learn comparatively by taking both roles: visitor and native, guest and host, teacher and student.
PRELIMINARY SCHEDULE
Week 1: Preparation at Williams; Week 2: Williams Students in Sweden; Weeks 3-4: Transition and Hosting Swedish Students at Williams.
PREREQUISITES: none
METHOD OF EVALUATION: preparation of seminar module, 5-page final reflection paper, participation throughout
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: statement of interest, then interview
COST PER STUDENT: $1960 ($2085 if a passport is needed)
INSTRUCTORS: Christopher Bolton and Jørgen Bruhn

COMP 26 Borderlands, Migration and Indigenous Cultures in Chiapas, Mexico (Same as ARAB 25 and RLSP 25)
See under ARAB for full description

COMP 31 Senior Thesis
To be taken by students registered for Comparative Literature 493, 494.

COMPUTER SCIENCE

CSCI 12 Stained Glass Tiling
This course combines medieval craftsmanship with contemporary geometry. Each student will build a piece of stained glass using colored glass tiles that fit together to form two or three-dimensional tiling patterns. Students will learn how to cut glass; to paint and print on glass with kiln-fired enamels; and to assemble and solder a stained glass window. Assignments require both artistic decision-making and practical problem-solving in figuring out ways to support, connect and assemble the tiles into an original work of art. The course includes a field trip to see hand-painted stained glass in North Adams and southern Vermont. Exhibition of work on the last day of Winter Study is mandatory. Instructional sessions on the use of tools and safe handling of materials are included where necessary.
METHOD OF EVALUATION: final presentation and exhibition of stained glass panels; attendance; creativity; effort; and teamwork whilst mounting final exhibition
PREREQUISITES: no previous experience in art or geometry is necessary, however, ideal applicants will have an interest in art or mathematics, patience and good hand skills
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: preference to seniors and those who express an early or specific interest
COST PER STUDENT: $260 for materials, tools and art supplies
MEETING TIME: mornings
INSTRUCTOR: Debora Coombs

Debora Coombs' stained glass windows are exhibited and commissioned internationally. She is a Fellow of the British Society of Master Glass Painters with a Masters degree from London's Royal College of Art and 35 years of experience in the design, fabrication and teaching of stained glass. Contact: (802) 423-5640 debora@coombscriddle.com. Photos: http://www.coombscriddle.com and http://coombscriddle.wordpress.com

CSCI 14 Creating a Roguelike Game
Before World of Warcraft, before Diablo, before the Legend of Zelda and the Nintendo Entertainment System, before fancy graphics cards and computer mice, there were text terminals and there was Rogue. Created around 1980 by Michael Toy, Ken Arnold, and Glenn Wichman at U.C. Santa Cruz, this wildly popular video game "wasted more CPU time than anything in history." [Dennis Ritchie] and spawned an entire genre, known as 'roguelikes'. Roguelikes in the original style are created and played to this day, and many of the game design concepts and principals that Rogue pioneered can be found in modern games outside the genre. In this course we'll study (and play) some roguelikes, discuss what does and doesn't work and why, and work in small teams to design, plan, and code our own. Creating the game will require a lot of time writing code, but we'll also bring in game design, software design, user experience, project management, models and tools for collaboration, and various topics and realms related to game programming (AI, procedural content, complex data structures, persistence, help systems, etc.). In class students will do exercises, participate in discussions, give presentations, and provide feedback to each other as well as write code. Outside class students will meet with each other, do various writing assignments, and spend a lot more time coding. By the end each team will have a complete, working game that showcases their particular interests and goals.
METHOD OF EVALUATION: students will be evaluated on class participation (discussion, presentations, feedback), individual writing assignments, and the larger team project
PREREQUISITES: completions of CS 136 or equivalent programming experience
ENROLLMENT LIMIT: 16
METHOD OF SELECTION: if overenrolled, students will be selected based on programming experience and expressed interest (writing, call, meeting, etc. all considered)
COST PER STUDENT: 0
MEETING TIME: mornings
INSTRUCTOR: Chris Warren

Chris Warren (Williams '96, Computer Science) is a programmer with extensive web development experience, and is also a serious amateur game designer. He's worked for a couple of dot-coms, taught AP computer science in Hawaii, supported himself as an independent web developer, and has been working as a programmer in Williams OIT since 2003. He is a co-founder of a game design group that met weekly from 2002-2013, and has spent [far too] many hours over the years playing roguelike games.

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 must consult with the instructor before the beginning of the Winter Study registration

period to determine details of projects that might be undertaken.
METHOD OF EVALUATION: Final paper and presentation/demonstration
PREREQUISITES: Permission of instructor
ENROLLMENT LIMIT: none
METHOD OF SELECTION: Preference given to sophomores and juniors
COST: $0
MEETING TIME: TBA
EXPLANATION OF MEETING TIME: TBD
INSTRUCTOR: Williams Lenhart

CSCI 31 Senior Honor Thesis
To be taken by students registered for Computer Science 493-494.

DANCE

DANC 15 Dance in Creation
This class will give students the opportunity to operate as artists in a dance company. Each class we will begin with a modern based technique class, followed by the learning of a piece (or pieces) of dance repertory. We will view dance films in a variety of genres, read firsthand accounts of the creation of dances, write journal entries on our experiences, and present a final showing of our work. One field trip to attend a live dance performance will be included.
METHOD OF EVALUATION: Ongoing assesment of class participation, journal, final project presentation
PREREQUISITES: Students should have a minimum of 2 years experience in a dance genre
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: students who have taken Dance Dept. courses and/or are in Dept. ensembles will have priority
COST PER STUDENT: $25
MEETING TIME: afternoons
INSTRUCTOR: Erica Dankmeyer

Erica Dankmeyer is an Artist in Residence at Williams.

DANC 24 Portrait of an Opera (Same as MUS 24)
See under MUS for full description

ECONOMICS

ECON 10 Introduction to Financial Reporting and Statement Analysis
This course covers the concepts and methods underlying financial statements and the tools to analyze financial statements effectively as part of the process of evaluating a company's strategic and operating decisions in the context of its industry. This process is neither superficial nor one-dimensional, as it requires a thorough understanding of accounting principles and frameworks and the ability to identify the effects of management decisions on financial statements and ratios. Using topical exercises and problems based on current corporate annual reports, we will walk through the fundamentals of financial accounting and financial statements first and then examine the methods and disclosure requirements for specific transactions that most companies undertake. For example, what are the consequences of Facebook's acquisition of WhatsApp? Or of Verizon's decision to issue up to $50 billion in bonds? In pairs, each student will complete a project analyzing the current financial statements and ratios of a public company and assess its profitability and risk, focusing on the connections between the company's industry characteristics, strategic choices and its financial results. Evaluation will be based on the two-person project culminating in a short class presentation and a paper, as well as participation in class discussions.
We will meet four times a week (M-Th) for three-hour sessions for the first two weeks with extra time allocated as needed to meetings with each team. Students will complete and submit their project papers during the second part of Winter Study.
METHOD OF EVALUATION: Two-person project analyzing a company culminating in a class presentation and a 15-page paper.
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: By lottery, though with preference to seniors
COST PER STUDENT: $175
MEETING TIME: mornings
INSTRUCTOR: Virginia Soybel

Ginny Soybel teaches financial accounting and financial statement analysis in the graduate, undergraduate and executive education programs at Babson College. She earned her BA in History and American Civilization at Williams, and her MBA and PhD at Columbia University, and before joining the Babson College faculty, she taught at the Amos Tuck School of Business at Dartmouth College. She taught Econ 10 during Winter Study 2014

ECON 11 Real Estate Development
The purpose of this course is to provide students with a practical, and as close to real world experience as possible. The course is designed to provide students with an understanding of the methodology required to develop a new hotel and/or commercial real estate project. Class discussions are designed to replicate actual business discussions and dynamics. By utilizing the economic factors of the local Williamstown area, students will work in teams of 5 to 7 students to develop an analysis of the conditions that may, or may not, support new hotel development. Based upon their analysis students will develop strategic business plans and a financial pro forma for their hotel projects. Classes of 3 hours will meet 3 times per week and will consist of lectures and workshop type formats. Out of class research assignments will be required. They will consist of visits to local competitive businesses, as well as, conducting internet inquiries and information gathering.
The final assignment for the teams will be to produce classroom presentations of their business plans and pro forma. Classmates will provide review and critique of the team projects. Each student will also be required to submit a written 3 to 5 page document that supports (or doesn't) the conclusions of their team project. Students will need to able to demonstrate their grasp of the material covered in class and utilized on their team projects. Grades will be based on class participation, contributions to team efforts and evaluation of their individual final paper.
METHOD OF EVALUATION: Class participation, a student's contribution to team, and final 3 to 5 page paper
PREREQUISITES: none
ENROLLMENT LIMIT: 21
METHOD OF SELECTION: Priority to Juniors and Seniors
COST PER STUDENT: Minimal if any
MEETING TIME: Monday afternoon, and Wednesday and Friday mornings
INSTRUCTOR: Bernie English

Bernie English's past career of over 35 years included both hotel management experience as well as specific experience in the development of a wide variety of hotel development projects. He trained hotel managers and developers in the skills that will form the basis of this course. Hotel projects he was involved with include the Hotel George/ Washington DC, The Rittenhouse Hotel/Philadelphia, Hotel Derek/ Houston, and Sheraton Atlanta, to name a few.

ECON 13 Tools for Evaluating New Business Ideas
Students will work in teams to develop an idea for a new business. They will then work in teams to develop assumptions of the business model that will lead to a successful business start. Using online lectures, reading, and class discussions, participants will develop tools for testing the assumptions they have made and revise the business model to reflect the results of their work. The course teaches the Lean Startup methodology which is the approved curriculum used by the NSF and National Institutes for Health for commercializing research projects. Teams will work together to present their progress and changes to their assumptions. There will also be exercises to help participants gain a greater understanding of business financials work. This course is appropriate for anyone who dreams of starting a business and for students with diverse backgrounds.
METHOD OF EVALUATION: participation in class discussions, class presentations, work within their team, and written assignments.
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: quality of their business idea
COST: $40
MEETING TIME: mornings
INSTRUCTOR: Steven Fogel

Steven Fogel has spent the last 24 years helping over 1,000 businesses get started. He has trained as a Lean Launchpad instructor and used the methodology heavily in his work.

ECON 18 Sustainable Business Strategies (Same as ENVI 18)
See under ENVI for full description

ECON 19 Volunteer Income Tax Assistance (VITA) (Same as POEC 19)
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. The volunteer tax preparation sessions take place in North Adams and are usually Wednesday and Thursday evenings during the final week of Winter Study, and then Thursday evenings and Saturday mornings after that.
METHOD OF EVALUATION: Evaluation is based on the results of the IRS certification test, student work as tax preparers, and a ten-page analytical and reflective essay.
PREREQUISITES: none
ENROLLMENT LIMIT: 14
METHOD OF SELECTION: If overenrolled, students will be selected based on a written statement of interest.
COST PER STUDENT: $100 for texts and coursepack
MEETING TIME: 10:00am-noon, with possible occasional afternoon sessions to accommodate visiting speakers, plus the volunteer tax preparation sessions discussed in the course description.
INSTRUCTORS: Jon Bakija and Sara LaLumia

ECON 20 Quantitative Equity Analysis
This class will introduce students to applied quantitative equity research. We will briefly review the history and approach of academic research in equity pricing via a reading of selected papers. Students will then learn the best software tools (R and R Studio) for conducting such research. Students will work as teams to replicate the results of a published academic paper and then extend those results in a non-trivial manner. This course is designed for two types of students: first, those interested in applied economic research, and second, those curious about how that research is used and evaluated by finance professionals.
METHOD OF EVALUATION: final project
PREREQUISITES: none
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: by instructor
COST PER STUDENT: $100
MEETING TIME: class will meet on some mornings and some afternoons, depending on day of the week
INSTRUCTOR: David Kane `88

David Kane '88 has a Ph.D. in Political Economy and Government and is a Fellow at IQSS at Harvard University. He is a former member of the Harvard faculty and currently works as a portfolio manager.

ECON 21 Fieldwork in International Development
This course involves an internship in a developing economy and an academic analysis of the relevant development issues. Students work full-time outside the United States in an organization active in grassroots development work. The instructors will work with each student to help arrange a placement and to help secure funding through Williams Financial Aid or other sources. Such arrangements must be made well in advance of Winter Study. Spanish speakers are especially encouraged to apply as there will be a few internship opportunities in coffee-growing areas of Latin America. An informational meeting will take place on Sunday September 20 at 4 pm in Paresky 220. Each student's internship provider shall send a confirmation letter to the instructor by November 15, 2015 verifying the placement and describing the nature of the work to be performed by the intern. Students will read relevant background articles distributed at the end of fall term and must agree to keep a journal, maintain contact with the instructors, and write a final paper on development issues raised by their specific internship. A group meeting of all students will occur after Winter Study to reflect on individual experiences. Students are also encouraged to attend development talks at the Center for Development Economics throughout the academic year.
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. Paula Consolini is Director of the Center for Learning in Action.
METHOD OF EVALUATION: 10-page paper
PREREQUISITES: none
ENROLLMENT LIMIT: 8
METHOD OF SELECTION: resume and letter of interest will be used to select students if over-enrolled
MEETING TIME: some meetings will take place prior/after Winter Study, as students are off-site in internships during the winter term.
INSTRUCTORS: Ashok Rai and Paula Consolini

ECON 23 Affordable Housing in Massachusetts (Same as PSCI 23)
See under PSCI for full description

ECON 30 Honors Project: Specialization Route
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.
METHOD OF EVALUATION: exercises, presentation, policy papers
PREREQUISITES:
ENROLLMENT LIMIT: 15
METHOD OF SELECTION:
COST: $0
MEETING TIME: mornings
INSTRUCTOR: Michael Samson

ECON 54 Financial Crises
This is a CDE winter term course, open to undergraduates as well. It is intended to expose students to analytical models of currency, banking, and sovereign debt crises, as well as to the interactions among them. Students will read background papers on the determinants, impacts, and resolution of crises of all three types, and then will examine a series of case studies, spanning crises from Chile (early 1980s), Mexico (1994), East Asia (1997), and Brazil, among others. Although the focus is on emerging markets, we will also cover the crisis of 2007-08, which was concentrated in the U.S. and selected European countries, though its impact was global, in addition to the current Euro crisis, as these events are painfully similar to those in low and middle income countries and offer useful lessons. They will prepare papers examining the vulnerability of specific developing countries to crises of any of the three types.
METHOD OF EVALUATION: Evaluation will be based on class participation, two 5-10 page papers, and an in-class presentation.
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: Priority will be based on written statement of interest.
COST PER STUDENT: $0
MEETING TIME: mornings
INSTRUCTORS: Jerry Caprio and Peter Montiel

ENGLISH

ENGL 10 Emma and Anna
Spend your winter study sitting before the fire, reading long novels about miserable women. We will read two books that changed the course of world literature: Gustave Flaubert, Madame Bovary (translation by Lydia Davis), and Leo Tolstoy, Anna Karenina (translation by Pevear and Volokhonsky); we will listen to recordings of the novels; we will watch film adaptations of the novels; we will read a choice sampling of critical writing about the novels; we will discuss the novels; we will respond to our reading of the novels in nontraditional, multimedia forms.
METHOD OF EVALUATION: shoebox dioramas, graphic novels, short movies, illustrated journals, anything but a 10-page paper.
PREREQUISITES: none
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: English Majors will be given priority
COST PER STUDENT: cost of books
MEETING TIME: afternoons
INSTRUCTOR: Cassandra Cleghorn:

ENGL 11 Mostly Manifestos
As the 20th C. began, the world of the Arts, broadly speaking, started to Talk Very Loudly and use exclamation marks! Artists of various stripes banded together in Groups and began to issue Manifestos, declamations designed to turn the tide of history. Some of the names of the groups are familiar: DaDa, Futurism, Surrealism. Some less so: Vorticism, Eccentrism. The periodicals of these groups had titles like BLAST! In this course we will read, mostly, Manifestos of various kinds on various subjects, most of them issued between 1900 and 1930. We will also look at/read the art these people were talking about or went on to make. We will declaim or perform these older Manifestos; we might issue our own Manifesto; we might make Manifesto-worthy art ourselves.
METHOD OF EVALUATION: class presentations and other in-class work, and a few writing assignments
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: seniority
COST PER STUDENT: $25
MEETING TIME: mornings
INSTRUCTOR: Peter Murphy

ENGL 12 Jewelry Making
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 pave settings, decorative wire wrapping, embossing and shaping sheet metal, working with resins and epoxies to transform ephemeral materials into permaent components, and working with precious metal clays. Class will be held in Prof. Case's jewelry studio in her home in North Adams, and the studio will also be open to students for work outside of class hours. Students will also do independent investigation of particular themes, techniques or materials, culminating in a combination jewelry project and essay.
METHOD OF EVALUATION: Portfolio of finished pieces and final project.
PREREQUISITES: none
ENROLLMENT LIMIT: 8
METHOD OF SELECTION: By interview.
COST PER STUDENT: $125
MEETING TIME: afternoons
INSTRUCTOR: Alison Case

ENGL 13 Uncreative Writing
It's clear that long-cherished notions of creativity are under attack, eroded by file-sharing, media culture, widespread sampling, and digital replication. How does writing respond to this new environment? This workshop will rise to that challenge by employing strategies of appropriation, replication, plagiarism, piracy, sampling, plundering, as compositional methods. Along the way, we'll trace the rich history of forgery, frauds, hoaxes, avatars, and impersonations spanning the arts, with a particular emphasis on how they employ language. We'll see how the modernist notions of chance, procedure, repetition, and the aesthetics of boredom dovetail with popular culture to usurp conventional notions of time, place, and identity, all as expressed linguistically. The preceding description, it should be said, is a plagiarism, appropriated word for word from Kenneth Goldsmith's uncannily similar "Uncreative Writing" course at the University of Pennsylvania. This Winter Study course will take up modes of inexpressive writing that sometimes travel under the name of "Conceptual Writing" (a term derived by analogy from the conceptual art movements of the '60s & '70s) or "Uncreative Writing. We will run primarily as a writing workshop, with an emphasis on uncreativity and procedure-based writing assignments, both in and outside of class. We will also engage in a critical investigation of the history and theoretical bases of appropriation and chance-based modes of writing, as well as critiques of those practices. Our main focus will be on writing and language-based works, but our stumbles will also take us into the visual arts, including conceptual art, as well as contemporary music. At least one field trip will be part of this course, as well as a visit to MassMoCA in North Adams. No creative writing experience necessary.
Reading/viewing/listening will include works by Monica de la Torre, Kenneth Goldsmith, Christian Bök, Vanessa Place, Sol Lewitt, Christian Marclay, Girl Talk, and others.
METHOD OF EVALUATION: Frequent writing assignments in class, a WS-long individual project.
PREREQUISITES: none
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: by chance
MEETING TIME: mornings
INSTRUCTOR: Gage McWeeny

ENGL 14 REEL DEBATE
"REEL DEBATE" is the working title of a web series that students in this course will design, produce, shoot on tape, edit and, ultimately,share. Inspired by "Reel Geezers," an Internet show of film criticism and analysis that became an unexpected `hit' for its candid, cheerfully-contentious pair of Hollywood veterans, "REEL DEBATE" will give 3-5 pairs of Williams students the opportunity to debate movies online--creating episodes of the College's first movie-centric talk show. All students will have an opportunity to learn all technical positions, to learn the teamwork required of filmed production, and to share and debate their opinions, boldly, on-camera. Requirements will include: participation in the creation of "REEL DEBATE," careful viewing of the movies to be discussed in each episode, and consistent engagement in class discussion during prep, production and post-production. No prior production or debating experience is required.
METHOD OF EVALUATION: the final product of this course will be a series of 5-minute episodes, and students will be evaluated for their individual and group participation, commitment and growth
PREREQUISITES: none
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: letter to instructor describing student's interest in the WSP
COST PER STUDENT: 0
MEETING TIME: afternoons
INSTRUCTOR: Stacy Cochran '81

Stacy Cochran '81 is a screenwriter, director and producer of features and shorter works.

ENGL 16 Feminism(s) on Campus: Where are We Now? (Same as WGSS 16)
A glance at any newspaper reveals that we are in the midst of a national conversation over what constitutes gender equality; who can claim the identity "woman;" how gender, race, class, sexuality, and other identifications intersect, and what that means for the possibility of a feminist politics; and the tension between sexual and reproductive autonomy and the need to create legal and other protections to prevent and address sexual harm. This course will examine a series of case studies focused on how these issues are being negotiated on college campuses. These studies may include debates around 1). movements on campuses and nationally to end sexual assault and its relation to the feminist ideal of sexual autonomy; 2). recurring disputes over the degree to which lived experience is the prerequisite for political and intellectual authority; 3). calls for "safe" or "safer" spaces and trigger warnings in and out of the classroom and reactions to these demands; and 4). the question of what role other forms of identifications such as race, sexuality, class and religion should play in thinking "as" a feminist. Emphasis will be placed on respectful dialogue; students need neither to identify as feminist nor as female to participate. In addition to contemporary journalism (broadly defined), we may read classic feminist texts, poetry, fiction, and more, as well as consider the visual arts, film, and television, political debates and any other area of culture that might help us to understand and analyze our contemporary moment.
METHOD OF EVALUATION: class participation; short response pieces to the readings; participation in structured debates; informal reading journal; 5- to 10-page final paper
PREREQUISITES: none
ENROLLMENT LIMIT: 15

METHOD OF SELECTION: preference given to majors in Women's, Gender and Sexuality Studies and by application
COST PER STUDENT: 50
MEETING TIME: mornings
INSTRUCTOR: Kathryn Kent

ENGL 17 Writing & Drawing: The Naturalist's Journal (Same as ENVI 17)
See under ENVI for full description

ENGL 18 Stories and Pictures (and Trailers and Posters) (Same as ARTS 18)
The screen is black. A dark rumbling engulfs you, getting louder and louder, and with a flash of light and uplifting violins you are swept into the promise for a story that will make you laugh out loud, howl with excitement, and discover hidden truths.
In this class, we will make trailers and posters for imaginary movies, create drawings and paintings with assignments generated by The Randomizer (you'll see), and pretend to have made other people's work. In discussions and lectures, we will expand on the notion of the condensed narrative in contemporary visual art and look at how artists use various forms of storytelling to inform their work today.
We will try out various art-making techniques such as drawing, digital photography and video, and learn how to edit a video project in Premiere and how to design a movie poster in Photoshop. We'll talk about the different ways in which narrative can provide fuel for image-making, and figure out how to make good art fast. We will go on at least one field-trip.
METHOD OF EVALUATION: Students are required to complete all assignments, vigorously participate in class discussions, and take part in a final exhibition.
PREREQUISITES: students of all intellectual and creative persuasions are welcome
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: if over-enrolled preference will be given to students who write the instructor a short email explaining their interest in the class
COST PER STUDENT: $50
MEETING TIME: mornings; three times per week, for 2-3 hours at a time, starting at 10am
INSTRUCTOR: Gabriela Vainsencher

Gabriela Vainsencher is a visual artist who makes videos, site-specific installations, drawings, and sculptures. She is living and working in Brooklyn. Vainsencher was Williams College's Levitt fellow in 2009, and since then she has taught a winter study class in January 2012, 2013, 2014, and 2015. Her recent exhibitions include a two-person show at the Musée d'art moderne André Malraux in Le Havre, France and a solo show at Recession Art gallery in New York.

ENGL 19 Fanon: Anticolonialism and Revolution
"Europe is literally a creation of the Third World," Frantz Fanon declares in his indelible book The Wretched of the Earth, "the wealth which smothers her is that which was stolen from the underdeveloped peoples. The ports of Holland, the docks of Bordeaux and Liverpool specialized in the Negro slave trade, and owe their renown to millions of deported slaves. So when we hear the head of a European state declare with his hand on his heart that he must come to the aid of the poor underdeveloped peoples, we do not tremble with gratitude." Fanon's words, written in 1961, aim an unflinching look at the fallacies and paradoxes of liberalism, humanism, colonialism, and what he calls the "infinite science" of the colonizer. But many would argue that these words are equally illuminating in our own neo-Imperial moment in which occupations, militarized police forces, and violations of "failed states'" sovereignty are daily occurrences. If Fanon set a course for black revolutionary and anticolonial action in the last century, what can his thought offer us now?
This course will serve as an intensive introduction to Fanon's philosophical and political writings, which continue to stand as some of the most influential and rousing works of the twentieth century. Born in Martinique and trained in France as a psychiatrist, Fanon spent the last decade of his life in Algeria, where he joined the struggle for national liberation. Marked by a layered history of anti-colonial struggle in the Caribbean, Europe, and North Africa, as much as by a commitment to the world-wide projects of decolonization and revolution, Fanon's writing was has been taken up by political and critical movements around the world, from South Africa to Sri Lanka, from the Black Panthers to queer theory. In this short course, [/In this intensive introduction] we will read Fanon's two major works, Black Skin, White Masks, and The Wretched of the Earth, as well as the essays on Algeria collected in A Dying Colonialism, and selections from Toward the African Revolution. We will also watch Isaac Julien's Frantz Fanon: Black Skin, White Mask and Göran Olsson's documentary Concerning Violence, on the legacy of Fanon's thought.
METHOD OF EVALUATION: 10-page paper
PREREQUISITES: a 100 level English class
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: English majors will be given priority
COST PER STUDENT: none
MEETING TIME: afternoons
INSTRUCTOR: Anjuli Kolb

ENGL 20 Writing Art (Same as ARTS 20)
This course is conceived primarily as an experiential adventure in creative forms of art writing. We'll read several important examples of such work, including Roland Barthes Camera Lucida, John Ashbery's "Self-Portrait in a Convex Mirror," and T.J. Clark's The Sight of Death; these works will give us a sense of the range of approaches, from the essay to the ekphrastic poem, that characterize the genre. Each student will undertake such a writing project as well; you're free to write non-fiction, fiction, poetry, or some hybrid form, but, since half of your grade will be determined by this final project, you'll need to be self-directed and ambitious in your practice. We'll discuss a final draft of each student's work together in class. We'll meet twice a week (for three hours each session), sometimes to discuss books, and sometimes to look at art in one of our local museums, but your own engagement with this class will occupy significantly more time, averaging around twenty hours a week, and will necessitate multiple independent visits to the work(s) of art you choose to discuss.
METHOD OF EVALUATION: Students are required to complete an ambitious creative writing project and to actively participate in all class discussions.
PREREQUISITES: some experience with creative making will be very helpful
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: If over-enrolled, preference will be given to students who write the instructor a short email explaining their interest in the class.
COST PER STUDENT: $100
MEETING TIME: mornings
INSTRUCTOR: Jessica Fisher

ENGL 22 A Poetic Friendship: Amiri Baraka and Edward Dorn (Same as AMST 15)
See under AMST for full description

ENGL 25 Journalism Today
This course will give students an in-depth view of the inner workings of journalism today. It will feature the perspectives of several Williams alumni who work in a broad spectrum of today's media universe, including print, broadcast, and new media. In previous years, we've had visitors from outlets like the Wall Street Journal, the New York Times, NPR, ABC News and Bloomberg News. Our guests will discuss specific reporting skills, and experiences in their background (students should be aware that our precise meeting schedule week by week may vary, to accommodate the schedules and availability of our guests). In addition to readings of work by guests, there will be one required text about reporting and writing. Students will be expected to complete several small reporting and writing exercises, as well as one feature-length news story on a topic to be assigned at the beginning of the course. There will be a week-long trip to New York for field work and to visit various newsrooms. In previous years, organizations visited have included CNN, the New York Times, the Columbia School of Journalism, ABC News, MSNBC, Pro Publica, the Wall Street Journal and NPR.
METHOD OF EVALUATION: participation in class discussions and reporting and writing exercises, and the completion of one fully-reported, original, feature-length news story about a topic to be assigned at the beginning of the coursePREREQUISITES: none
ENROLLMENT LIMIT: 16
METHOD OF SELECTION: preference will be given to students with a demonstrated interest in journalism or media (as explained in a statement of interest), with a priority given to upperclassmen
COST PER STUDENT: $960
MEETING TIME: mornings
INSTRUCTOR: Christopher Marcisz

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 Geology of the National Parks (Same as GEOS 12)
See under GEOS for full description

ENVI 13 United States Environmental Law: Its Historic Past, Its Uncertain Future (Same as JLST 13)
See under JLST for full description

ENVI 14 Landscape Photography (Same as GEOS 14)
See under GEOS for full description

ENVI 16 Cheese Making and the Benefits of Value-added Production in Small Scale Agriculture
This course will look at the structures and strategies that drive Cricket Creek Farm and help sustain it with value added production, specifically cheese making. Students will be introduced to the science and art of producing artisanal cheese through a combination of hands-on lessons and lectures/discussions. Additionally, the course will examine the reasons why cheese is produced at Cricket Creek Farm, and how value-added products generally are a means to small-farm viability.
Course material will include handouts, prescribed online reading, and other multimedia. Students will participate in group work to complete a final project. Student should expect to spend some time outside of the course hours to complete readings and group work. The final group project will be an examination of an aspect of value-added production. The project may take the form of a paper or presentation to the class and general public. The focus of the piece will be on value added products and the relevance to the local food movement.
METHOD OF EVALUATION: evaluation is based on overall participation and completion of the final project
PREREQUISITES: none
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: perspective students will be asked to submit a brief statement of why they would like to participate
COST PER STUDENT: $100
MEETING TIME: afternoons
IN STRUCTOR: Matthew McMahon

Matthew McMahon is the head cheese maker at Cricket Creek Farm in Williamsotwn. Previously he was a cheese maker at Hawthorne Valley Farm in Ghent, New York, Gould Farm in Monterey, Massachusetts and Round Mountain Farm in Black Mountain, North Carolina. He also worked as the Community Work and Service Director at Cooperriis Healing Community in Asheville, North Carolina. He lives with his family in Williamstown.

ENVI 17 Writing & Drawing: The Naturalist's Journal (Same as ENGL 17)
This is a short course in creative non-fiction nature writing--a genre in which personal reflection and expression are joined with detailed observation of the natural environment. At the heart of all nature writing lies a steady patience and a long attentive looking. "To learn something new," said the naturalist, John Burroughs, "take the path today that you took yesterday." All participants will be asked to keep "seed-books" and field journals, and to write at least one original piece of prose, which will be re-worked and polished over the course of the four weeks.
METHOD OF EVALUATION: final project, field journal and presentation, plus one piece of original prose
PREREQUISITES: none
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: seniority
COST PER STUDENT: $60
MEETING TIME: mornings
INSTRUCTOR: Christian McEwen

Christian McEwen is a writer and workshop leader, currently based in Williamsburg, MA.

ENVI 18 Sustainable Business Strategies (Same as ECON 18)
This course explores the practical realities of "sustainable business." We will develop our own definition of "sustainability" that encompasses both financial success as well as long run impact on climate and the environment. Topics include:
What are the criteria for sustainability? E.g. Renewable energy; organic farming; creative waste disposal; broader social purpose.
How does the concept of externalities relate to sustainability? Must all external costs and benefits be "internalized" in order for a business to be truly sustainable?
Should "environmentalism" be a "rear guard" movement seeking to slow, conserve, protect, defend, and delay economic growth, or whether should modern environmentalism embrace the dynamic power of capitalism to create technologies and businesses that actively work against climate change?
Can sustainable business models coexist with traditional shareholder value maximization models? We evaluate the role of "B" companies allowing directors to take into account the interest of all stakeholders including workers, consumers, the society at large, and the environment.

How does sustainability reconcile with the priority of economic growth, particularly in the developing world? What is the relationship to fair labor standards and environmental regulation?
What is the optimal role and purpose of governmental subsidies? When should subsidies sunset and leave industries to succeed (or fail) on their own?
Students will read two books: *Encounters with the Archdruid* and *Breakthrough*, plus a collection of 4-5 substantial articles.
We are likely to make one or more off-campus trips. In past years we have visited Ecovative Design in Troy (mushroom based Styrofoam substitute) and traveled to NYC for an intensive day-long seminar with professional investors from Blackrock, DE Shaw and various "impact investment" funds.
Final project: Teams of 2-3 students will target a company of their choice and present (during the last week of class) a critical evaluation of that company's progress, challenges, and prospects for success both financially and in terms of their sustainability goals.
PREREQUISITES: none
ENROLLMENT LIMIT: 18
COST PER STUDENT: $45 for books.
MEETING TIME: late mornings or early afternoons
INSTRUCTOR: Don Carlson

Don Carlson is venture partner with Rubicon Venture Capital. Don has been a Williams faculty member (CES and chair of political economy, 1990-92); chief knowledge officer at Goldman Sachs; a business leader and/or CEO at Axiom, Matterhorn, Corporate Executive Board, and Business Intelligence Advisors; a trial lawyer at Williams & Connolly, and legislative director for Congressman Joseph P. Kennedy II. Don is a serial entrepreneur, board member and investor in more than a dozen of growth stage companies.

ENVI 25 Sustainable Agriculture in California (Same as BIOL 25)
Students will gain hands-on experience with the diversity of agricultural practices in Central Coast of California on a variety farms from vineyards in San Luis Obispo County in the south through the winter vegetable, livestock, and diversified farms in the Salinas Valley and Santa Cruz region in the north. We will examine agriculture on different scales, from small single-person farms to large operations operated by corporations. We will experience 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. The course will include participating in the Ecological Farming (EcoFarm) Conference in Pacific Grove, CA. This field course will be structured to give students as much hands-on experience as possible by engaging them in work experiences in exchange for interviewing the farm operators and touring the facilities. For the most part we will be lodged in yurts, bunk-houses, and similar accommodations, and working under whatever weather conditions we encounter.
The WSP field trip course will segue from the spring 2015 and fall 2015 seminar BIOL/ENVI 422 Ecology of Sustainable Agriculture.
Readings (some in advance, some in January include): Starrs, P. and P. Goin, Field Guide to California Agriculture; Guthman, J., Agrarian Dreams; Kingsolver, B., Animal, Vegetable, Miracle; Nestle, M., Politics of Food; Hesterman, O.B., Fair Food; Pollan, M., In Defense of Food.
PREREQUISITES: none, but preference given to student who have taken BIOL/ENVI 422
METHOD OF EVALUATION: 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. Students will contribute chapters to a collective journal/field guide to our experiences.
ENROLLMENT LIMIT: 8
METHOD FOR SELECTION: by application essay
COST PER STUDENT: $0; this course is supported by the Class of 1963 Sustainability Fund and the Gaudino Fund
INSTRUCTOR: Henry Art

ENVI 26 The Geology and Climate History of Monterey Bay (Same as GEOS 25 and MAST 25)
See under GEOS for full description

ENVI 31 Senior Research and Thesis
To be taken by students registered for Environmental Studies 493-494.

GEOSCIENCES

GEOS 11 Mars!-A Passion for the Red Planet (Same as ASTR 12)
See under ASTR for full description

GEOS 12 Geology of the National Parks (Same as ENVI 12)
A vicarious trip through a variety of national parks in the US and Canada to appreciate the geological basis for their spectacular scenery. Areas to be included will be selected to portray a wide range of geological processes (volcanism, desert and coastal erosion, mountain-building, glaciation, etc.). The group will meet most mornings during the first two weeks for highly illustrated classes, supplemented by the interpretation of topographic and geologic maps and by out-of-class study of rock samples. Readings will be from a paperback text (PARKS AND PLATES) as well as short publications by the U.S. Geological Survey and various natural history associations linked to the parks. The second part of the month will involve independent study and preparation of an oral report about the geology of a park or monument of the student's choice. The oral reports during the last week will be comprehensive and well illustrated, using PowerPoint, maps, samples, and other reference materials pertinent to the geology of the subject area. A detailed outline and bibliography will be distributed by the presenter at the time of the report.
METHOD OF EVALUATION: Based on attendance, participation, and the quality of the oral report.
PREREQUISITES: none; open to first- and second-year students who have had no previous college-level study of physical geology
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: preference to first-years
COST PER STUDENT: about $90 for the text
MEETING TIME: mornings
INSTRUCTOR: Bud Wobus

GEOS 14 Landscape Photography (Same as ENVI 14)
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, WCMA and Chapin Library to see original paintings and photographs. Course will include an overview of the history of landscape photography with an emphasis on American workers such as Carlton Watkins, Eadweard Muybridge, Alfred Stieglitz, Eliot Porter and Ansel Adams. Demonstrations will include examples of cameras such as medium and large format. Students will produce a body of successful photographs that will be projected at the Winter Study presentation day and on the web
http://nicholaswhitmanphoto.com/winterstudy2014/
http://nicholaswhitmanphoto.com/winterstudy2015/
Students will submit short written explanations with each of their photographic assignments.
METHOD OF EVALUATION: 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 an electronic viewfinder (DSL) camera such as those by Sony or Olympus. See http://digital-photography-school.com/blog/how-to-buy-a-dslr-camera/. Also a laptop pc with Adobe Lightroom and 1TB external drive.
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: preference given to first-year students and sophomores
COST PER STUDENT: $100
MEETING TIME: mornings
INSTRUCTOR: Nicholas Whitman

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.

GEOS 25 The Geology and Climate History of Monterey Bay (Same as MAST 25 and ENVI 26)
The San Andreas transform fault takes a slight jog to the left in central California, and the resulting compression with slip along this fault uplifted the Santa Cruz Mountains between San Francisco and Monterey Bays. The uplift created spectacular scenery, including stair-step wave-cut terraces, sheer seacliffs, and deeply incised arroyos. It also exposed beautiful sequences of Miocene and Pliocene sedimentary rocks that were deposited on the outer continental shelf under warm, productive waters. In this travel course, we will visit Monterey Bay and apply a range of field techniques to map and sample both ancient and modern sediments. We will study the sedimentary structures in the rocks that resulted from compaction, fluid flow, and hydrocarbon cracking with burial. We will also study recent and modern sediment deposition in the region by vibracoring tidal marsh sediments in Elkhorn Slough, conducting seismic surveys from the Research Vessel John H. Martin, and collecting plankton tow, sediment trap and seafloor sediment samples. This WSP course is linked to a spring semester course GEOS 314, Sediment records of climate change, in which the sediment samples collected during the field expedition will be used to create climate records.
METHOD OF EVALUATION: evaluation is based on participation, field notebooks and a presentation
PREREQUISITES: GEOS 104 or GEOS 210 or GEOS 215 or permission of instructor
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: enrollment preference for students registered for GEOS 314 in the spring semester
COST PER STUDENT: $0; transportation, accommodation, and meals for the field expedition is fully supported by the Freeman Foote Field Trip Fund for the Sciences
MEETING TIME: afternoons
INSTRUCTOR: Mea Cook

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 11 A Taste of Austria (Same as MATH 11)
See under MATH 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.

GLOBAL STUDIES

GBST 11 Decolonization (Same as PSCI 11)
See under PSCI for full description

GBST 14 African Cities and Fiction (Same as AFR 14 and HIST 14)
See under HIST for full description

GBST 25 Encountering the Sacred and its Forms in Buddhist in Hindu South Indian Communities (Same as REL 25)
See under REL for full description

GBST 30 Senior Honors Project
To be taken by candidates for honors in International Studies.

HISTORY

HIST 10 Du Bois and Souls of Black Folk (Same as AFR 10)
Souls of Black Folk, written by the scholar W. E. B. Du Bois in 1903 remains to this day a critical part of the canon of African American arts and letters, best known, perhaps, for the line: "the problem of the 20th century is the problem of the color line." Too often, however, we never get the chance to read the essays in their entirety. This course will examine Souls as a book about history and as a historical text in its own right. What point did Du Bois make about black history? Is his perspective relevant to us today? Souls of Black Folk is the only textbook for the class, which will include a field. The course will meet 3 times a week for 2 hours, and evaluation will be based in an 8-10 page essay due at the end of winter study.
METHOD OF EVALUATION: 8-10 page paper, attendance and preparation for class
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: seniority

COST PER STUDENT: $50-75
MEETING TIME: mornings
INSTRUCTOR: Leslie Brown

HIST 11 Crisis: China and Korea (Same as ASST 11)
This WSP focuses on four key events: China's Opium War (1839-42). Mao Zedong's Great Proletarian Cultural Revolution (1966-76), the Korean War (1950-53) and the current Kim Jong-un regime in North Korea (2011-??). Our discussions will focus on the different interpretations of these events as revealed in primary documents, histories, literature and film. We will also discuss how China's experience has influenced North Korea. No prior knowledge of Asia is assumed.
Requirements include active participation in class, three short (1-2 page) film reviews and a 8-10 page paper (plus a short individual or team oral report) on contemporary North Korea.
METHOD OF EVALUATION: evaluation will be based on class participation, three 1- to 2-page papers, a 10-page paper and an individual or team report
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: by lottery, but special requests could be considered
COST PER STUDENT: $35 for books and offsets
MEETING TIME: afternoons
INSTRUCTOR: Peter Frost

Peter Frost was a member of the Williams History Department for 37 years and has recently been a Visiting Professor at the University of Mississipp's Honors International Studies Program.

HIST 12 The East is Red?-Socialism in Asia (Same as ASST 12 and PSCI 10)
See under ASST for full description

HIST 14 African Cities and Fiction (Same as AFR 14 and GBST 14)
This course examines the ways in which the mega-cities of Johannesburg, Lagos, and Nairobi are portrayed in recent fiction. We will focus on the novelists' spirited and dynamic representations of their cities' current reality so that we might begin to understand their histories. We will discuss works by Teju Cole, Mukoma wa Ngugi, Binyavanga Wainaina, Phaswane Mpe, Lauren Beukes, and Chris Abani, among others.
METHOD OF EVALUATION: class attendance and participation' 10-page paper at the end of the session
PREREQUISITES: none
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: preference given to History, Africana studies, and International studies majors and concentrators
COST PER STUDENT: 70
MEETING TIME: afternoons
INSTRUCTOR: Kenda Mutongi

HIST 15 Documenting Stories of Escape and Survival (Same as BIOL 15)
See under BIOL for full description

HIST 16 The Supreme Court and Social Change (Same as JLST 16)
This course will explore the role of the Supreme Court in social change. From directly confronting social issues to deciding cases that implicate the political process, the Supreme Court influences the way the public thinks and how policy is made. But scholars, politicians, and members of the public hold wildly divergent views about the efficacy and propriety of using the Court to drive social change. We'll take a look at literature from several sides of the debate and from multiple disciplinary perspectives, including history, political science, sociology, and legal theory. We'll also read several of the Court's watershed decisions on social issues, as well as decisions that may indirectly influence social policy. Finally, we'll think about what all of this means for the Court's involvement in current hot button issues.
METHOD OF EVALUATION: evaluation will be based on class participation and a 10-page paper
PREREQUISITES: none
ENROLLMENT LIMIT: 25
METHOD OF SELECTION: seniority, prior coursework in history and/or legal studies
COST PER STUDENT: $0
MEETING TIME: afternoons
INSTRUCTOR: Susan Reid

Susan Yorke (Williams '06) holds a law degree from Columbia and a Master in Public Affairs from Princeton. She clerked for two years on the Ninth Circuit Court of Appeals, served as Court Counsel to the Supreme Court of the Republic of Palau, and is currently an Assistant Attorney General at the Oregon Department of Justice.

HIST 17 Eyewitness to the Civil Rights Movement: Mississippi 1964-'65 (Same as AMST 17)
During sixteen months in 1964-'65, I worked as a civil rights organizer in rural Mississippi with the Student Non-violent Coordinating Committee (SNCC). I witnessed and aided in the heroic efforts by black citizens to dismantle the pervasive structure of Jim Crow that had oppressed them for generations. I worked with relatively uneducated people who had the stature of giants. What I encountered was an apartheid America--a vicious police state reinforced by government and vigilante violence--beyond the understanding of most Americans and certainly beyond the imagination of young people today. The course will explore this transformative moment in recent American history largely thru discussion and documentary film. Topics will include non-violence, the role of the black church, black nationalism, Malcolm X and Black Power, the role of women, the role of whites, the third party politics of the Mississippi Freedom Democratic Party and the actions of the federal government during the civil rights era. The course will examine how these issues have played out over the ensuing decades up to and including the election of Barack Obama and the recent racial unrest in American cities. It is the intent of the instructor to convey the immediacy that only first person experience can invoke. The class will meet three times a week and read three books. Music from the period will be utilized.
METHOD OF EVALUATION: evaluation will be based on class participation and a final project in any media approved by the instructor
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: chosen randomly
COST PER STUDENT: $125
MEETING TIME: afternoons
INSTRUCTOR: Chris Williams

Chris Williams is the former College architect. He has recently returned from a tour of Mississippi where the events in this course took place. He has offered Winter Study courses at Williams on previous occasions and has taught courses in architecture at Pratt Institute and Parsons School of Design in New York City.

HIST 18 Feng Shui: Space in Theory and Practice (Same as ASST 18)
Fengshui ("wind-water") is an ancient Chinese technique for analyzing and manipulating the energy that a place draws from its surrounding environment. Traditionally used to situate tombs, cities, and buildings, in the present its principles are used by architects, landscape designers, and interior decorators. In its most popular guise, fengshui is often presented as a method of "harmonizing" an environment to bring good fortune. In this course, we will examine the history and theory of fengshui as well as some of the techniques used in its contemporary application. The course will culminate with independent or group projects applying these principles to particular spaces or contexts. Coursework will include readings in academic and popular literature, documentaries, and attending a talk by an invited speaker.
METHOD OF EVALUATION: two short papers, final project
PREREQUISITES: none
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: some preference to students studying Chinese or Asian Studies
COST PER STUDENT: $50 for books and materials
MEETING TIME: afternoons
INSTRUCTOR: Anne Reinhardt

HIST 20 Literatures of War
In order to better understand the impact of war on American society, this course will examine three books that have come out of the American wars in Iraq and Afghanistan. We will read "Generation Kill" which documents combat in the early part of the American invasion of Iraq; "Thank You for Your Service" which discusses the conflicts veterans face upon returning to the US; and "Redeployment," a collection of short stories written by a combat veteran who served in Iraq. Class will be based on the reading and discussion of these texts, and viewing some films dealing with the role of war in American culture.
METHOD OF EVALUATION: students are required to write three response papers to the readings and one 10-page research paper
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: expressed interest in the course, directly communicated to the professor
COST PER STUDENT: $30.00
MEETING TIME: afternoons
INSTRUCTOR: Scott Wong

HIST 30 Workshop in Independent Research
This course is intended for both junior History majors and sophomores intending on majoring in history who think they might like to do a senior thesis, but who would like to gain more experience in independent research. Students who are interested in exploring a possible topic for a senior thesis are especially encouraged to sign up. This workshop will help familiarize students with methods for doing historical research, including how historians define good research questions; become familiar with the historiography; strategize doing primary research; and identify their sources. Students will also be introduced to doing archival work. Students will pursue their own research on any topic of their own choosing for a 10-page final paper, and we'll use a workshop format to discuss the research and writing of that paper.
METHOD OF EVALUATION: class participation and final paper
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: interest in course subject determined by questionnaire
MEETING TIME: mornings
INSTRUCTOR: Jessica Chapman

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.
INSTRUCTOR: Alexandra Garbarini

JEWISH STUDIES

JWST 31 Senior Thesis
To be taken by students registered for JWST 493 or 494.

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 fifty 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 paintings, 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 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.
METHOD OF EVALUATION: 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
PREREQUISITES: none
ENROLLMENT LIMIT: 15
COST PER STUDENT: $80 for books and materials
MEETING TIME: mornings, 3 two-hour sessions a week, MWF
INSTRUCTOR: Philip R. McKnight `65
SPONSOR: Alan Hirsch

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
This course was offered in 2012 and 2013 and provides students an opportunity to learn how a trial lawyer goes about preparing and trying a case. The instructors have secured course materials from the American Mock Trial Association, and this year's case likely will be a defamation case brought by a political candidate against a reporter. Two teams will be formed and the individual teams will work together to present two trials, one as plaintiff and one as defendant. The students will play the roles as both witnesses and attorneys to present the case. The initial lecture is called "Anatomy of a Trial," and introduces the students to the basic elements of a civil trial, including selection of witnesses, creation of an overall theme, use of evidence, direct and cross examination and trial tactics. Subsequent classes will involve the teams working with the lecturers to select effective trial witnesses from a pool of potential witnesses and to prepare opening statements, direct and cross examinations, and closing arguments. The final two days will be devoted to the trial of the case, with the teams switching sides on the second day. In the past, we have been able to secure local attorneys to play the role of judge and local residents to serve as jurors.
METHOD OF EVALUATION: two trials are presented in the last two days, one as plaintiff and one as defendant so students have to learn both sides of the case; students will be evaluated on their work preparing and presenting the case
PREREQUISITES: none
ENROLLMENT LIMIT: 24
COST PER STUDENT: costs for duplication of materials is minimal
MEETING TIME: Mondays and Tuesdays -- 12:00 to 4:00 on Mondays and 10:00 to 2:00 on Tuesdays
INSTRUCTORS: David Olson '71 and Louis (Sey) Zimmerman `71

After working for 4 years at the Ohio Civil Rights Commission, Dave Olson '71 graduated from The Ohio State University Law School in 1978. He then joined Frost & Jacobs in Cincinnati working in the Litigation Department. Over the years the firm has grown to more than 450 attorneys with offices in six states and 10 cities and is now known as Frost Brown Todd. He practices as a civil trial attorney representing individuals and corporations in state and federal courts. His practice focuses on construction and complex litigation. Dave is also active in civic affairs, and is currently on the Board of the Freestore Foodbank, the Volunteer Lawyers for the Poor Foundation, and the Little Miami Fire District.

Louis (Sey) Zimmerman was a 1971 graduate of Williams College and a 1974 graduate of the University of Texas School of Law. Upon graduation from law school, Sey was a law clerk for U.S. District Judge Owen Cox for two years. Sey then joined the law firm of Fulbright & Jaworski where he practiced in the litigation section for over 35 years in the firm's offices in Austin and Houston, Texas and in Washington D.C. Early in his career, Sey handled primarily tort cases and contract cases before specializing in environmental and energy litigation. Sey has tried multiple cases, both jury trials to verdict and nonjury trials. He has argued multiple appeals in the State and Federal appellate courts. He is the author of articles on various aspects of environmental law, energy law, and legal ethics. He has taught trial advocacy courses for young lawyers. Sey was also active in volunteer legal service in Central Texas and was a long time board member and chair of the organization.

JLST 15 The Work of the Supreme Court: A Simulation (Same as CHEM 15)
See under CHEM for full description

JLST 16 The Supreme Court and Social Change (Same as HIST 16)
See under HIST for full description

JLST 22 Learning Intervention For Teens (Same as PSCI 22)
See under PSCI for full description

LATINA/O STUDIES

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 12 Three Roosevelt Elections
The 1930s was a pivotal decade in American history. It was the decade of the Great Depression, of darkening war clouds, and of the golden age of Hollywood movies. It was also the decade of Franklin Roosevelt. In the presidential election of 1932, as the country was plummeting to rock bottom in the Depression, New York's governor Franklin Roosevelt challenged incumbent President Herbert Hoover. Four years later, in the election of 1936, FDR defended his New Deal record against Governor Alf Landon of Kansas. And in 1940, as European democracies fell one by one to the merciless Nazi onslaught and as American isolationists sought to appease Hitler, Roosevelt ran for an unprecedented third term, the first and only president ever to do so.
We will study these three consequential elections by using material from historians, newspapers, diaries, campaign speeches, and memoirs. We will also consider the mood in the country as reflected in some of the great movies of the '30s starring Jimmy Stewart, Humphrey Bogart, Fred Astaire, Henry Fonda and others.
Requirements: students will give weekly class presentations and write one final paper.
METHOD OF EVALUATION: active participation in class discussions, class presentations, final paper
PREREQUISITES: none, but preference given to students with background in American history and American political science
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: preference given to students with background in American history and American political science
COST PER STUDENT: $50
MEETING TIME: afternoons
INSTRUCTOR: Susan Dunn

LEAD 16 Leadership in the Non-Profit Sector: Pursuing a Mission, Building a Life
This course will study how non-profit executives have followed their passions and applied their leadership skills to launch, grow, and/or sustain a broad range of non-profit organizations. The course is structured as a series of case studies, involving presentations by executives and administrators representing arts, service, and community organizations, including internationally notable institutions such as the New York City Ballet, Carnegie Hall, and the Clark Art Institute, as well as regionally-focused organizations such as the BART Charter School in Adams and the Berkshire Immigrant Center in Pittsfield. Class discussion will be informed by assigned readings and organizational materials that focus on the administration, creative vision, financial management, fund raising, and public accountability needed for a non-profit to be successful. Class discussions will also explore, absent the profit motive, what spurs a non-profit leader's pursuit of excellence.
Class attendance is required. Students will be responsible for: (1) readings on the history, structure, and growth of the American non-profit sector; and (2) readings and research on each organization under study. Students will be expected to demonstrate acceptable preparation for class through class participation and familiarity with the assigned readings and other materials. After each class, the student will complete a brief evaluation of the non-profit and its executives, which will help inform evaluative judgments made by the class on the organizations under study. A 10-page paper will be due by the last day of class on a topic of the student's choice that evaluates a particular organization or common principles or traits demonstrated by successful organizations.
METHOD OF EVALUATION: class participation and 10-page final paper
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: preference to juniors
COST PER STUDENT: $150
MEETING TIME: afternoons
INSTRUCTORS: Robert I. Lipp '60, Laurie Thomsen '79, and Mary Ellen Czerniak

Most of Mr. Lipp's professional career has been in insurance and banking, where he served in executive positions at Travelers and Citigroup. He serves on a number of non-profit boards, including the New York City Ballet and Carnegie Hall, and he is a trustee emeritus of Mass MoCA and Williams College. Mr. Lipp earned an MBA at Harvard and a JD at NYU.

Laurie Thomsen's professional career is in corporate lending and venture capital. She currently serves as a director of Travelers and MFS Mutual Funds. Ms. Thomsen serves on the boards of uAspire, KickStart International, and Lever. She formerly served as a trustee of Williams College and of Horizons for Homeless Children in Boston, a member of the Visiting Committee of WCMA, and as an overseer of the Isabella Stewart Gardner Museum. Ms. Thomsen received her MBA from Boston University.

Mary Ellen Czerniak has served as director of corporate and foundation relations at Williams College since 1988. Her professional career has been spent in the non-profit sector, primarily in public relations and development in health care and higher education. She is a graduate of DePaul University and the University of Wyoming.

LEAD 18 Wilderness Leadership in Emergency Care
This Winter Study course is for students who would like to participate in a 9 day -72 hour comprehensive hands on in-depth look at the standards and skills of dealing with: Response and Assessment, Musculoskeletal Injuries, Soft Tissue Injuries, Environmental Injuries, Medical Emergencies and Survival Skills. Additional topics, such as CPR, are also included. Students will be required to successfully complete the written and practical exam to receive credit and WFR/CPR certification.
METHOD OF EVALUATION: written and practical exam
PREREQUISITES: none
ENROLLMENT LIMIT: 24
METHOD OF SELECTION: submit a statement of purpose for why they want to take the course
COST PER STUDENT: $450
MEETING TIME: other; course runs a consecutive 9 days straight from 9AM - 5PM with one night time rescue exercise
INSTRUCTOR: Scott Lewis

MARITIME STUDIES

MAST 25 The Geology and Climate History of Monterey Bay (Same as ENVI 26 and GEOS 25)
See under GEOS for full description

MATHEMATICS AND STATISTICS

MATHEMATICS

MATH 11 A Taste of Austria (Same as GERM 11)
This course introduces students to elements of the Austrian culture around the turn of the 19th century up to today. Students will learn and prepare presentations about significant contributions to the arts and sciences 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 Opernball in Vienna) or how to prepare Wienerschnitzel or bake Sachertorte (the delicious cake offered by the Hotel Sacher in Vienna). If time and weather permits, we will also pursue typical Austrian winter activities such as down hill or cross country skiing, sledding or skating.
The course will be conducted mainly in English, with some German intermingled.
METHOD OF EVALUATION: evaluation will be based on attendance, a 10 page paper (including presentation slides) and a corresponding presentation on a topic with an Austrian connection (possible topics will be suggested, but students can choose their own) and class discussions
PREREQUISITES: none although some knowledge of German is welcome
ENROLLMENT LIMIT: 24
METHOD OF SELECTION: random selection
COST PER STUDENT: $90 (optional; Lift ticket plus equipment rental for skiing)
MEETING TIME: mornings
INSTRUCTOR: Sophia Klingenberg

Sophia Klingenberg was born in Graz, Austria. She graduated from the Vienna University Medical School with a doctorate in Medicine in 2004 and worked at the University of Florida, Dept. of Pathobiology as a research scholar for three years. Currently, she is finishing her residency in general medicine in Graz, Austria.

MATH 12 LEGO Adventures in Learning
This course is a modification of two previous winter studies I have done on the Mathematics of LEGO bricks. Similar to that, we will use LEGO bricks as a motivator to talk about some good mathematics (combinatorics, algorithms, efficiency); however, instead of trying to build a SuperStar Destroyer in a world record time, we instead will

partner with local schools to design and execute small units for students at various grades. Partner schools include the Williamstown Elementary School and hopefully Mt Greylock Regional High School.
METHOD OF EVALUATION: presentations, feedback from teachers, and a write-up of the experience
PREREQUISITES: none
ENROLLMENT LIMIT: 25
METHOD OF SELECTION: students will be asked to provided additional information about background and motivation, which will be used by the instructor, possibly in conjunction with teachers
COST PER STUDENT: $30
MEETING TIME: times will vary depending on the schools we visit.
INSTRUCTOR: Steven Miller

MATH 14 Malaria and Public Health: Past and Future
Malaria, an infection caused by *Plasmodium* parasites and transmitted by *Anopheles* mosquito, remains a significant cause of mortality and morbidity. Nearly half the world population is at risk of infection and over 200 million cases occur each year, with nearly a million resulting in death. In this course, we will explore the biology of the parasites and their hosts and discuss the major strategies currently being pursued to control and eliminate the disease including drugs, vaccines and vector control. We will examine the complex role of malaria in the course of human history and highlight challenges faced in the ongoing endeavor for elimination and eradication.
Students will be asked to write a 10-page paper on a topic relating to malaria and to present on their topic during the final week of class. There will be readings for each class and regular in-class participation is expected.
METHOD OF EVALUATION: evaluation will be based on attendance and class participation. There will also be a final 10-page paper and an in-class presentation
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: preference will be given to students with expressed interest in the course based on a short essay of why they want to be in the class
COST PER STUDENT: $20 for course packet
MEETING TIME: mornings, TWR
INSTRUCTOR: Lauren Childs

Lauren M. Childs, Ph.D. is a researcher in the Center for Communicable Disease Dynamics at the Harvard T. H. Chan School of Public Health. She uses mathematical modeling and quantitative analysis to study the interactions of pathogens with the host immune response and the impact on disease transmission at a population level. Her work primarily focuses on the malaria parasite but also includes applications to other infectious diseases such as Ebola, HIV and tuberculosis.

MATH 16 Art Before Words
Many works of art (ballets, paintings, sculptures, films, music) have been inspired by works of literature. In this course, we will flip this on its head. Each week you will explore a work of art -- without being acquainted with its source inspiration -- and write a creative response in the form of a short story or poem. Then we will read the original literary inspiration for the work, and discuss the artist's choices in adapting the text to a different medium. There will be weekly creative writing assignments, as well as readings; there will not be a final project.
METHOD OF EVALUATION: weekly creative writing assignments; no final project
PREREQUISITES: an open mind
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: by short writing sample (an original poem or short story), submitted in advance
COST PER STUDENT: $30 (for books)
MEETING TIME: afternoons
INSTRUCTOR: Leo Goldmakher

MATH 17 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. Students will have the opportunity to choreograph a short piece either as a soloist or in small groups.
METHOD OF EVALUATION: attendance and on short performance at the end of winter study
PREREQUISITES: none--no previous dance experience necessary
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: selection will be based on the order that they sign up for the course as their first choice
COST PER STUDENT: $0
MEETING TIME: 9-11 a.m. MWF and one additional 45-minute afternoon meeting each week
INSTRUCTOR: Sylvia Logan

Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with several dance companies including Jennifer Muller and the Works, a modern company based in New York City for five years.

MATH 18 Wavelets and Image Processing
Image processing arises in a variety of problems such as adding filters to Instagram pictures and analyzing satellite pictures. In this class we will cover the basics of image processing and focus on one of the main mathematical techniques used: wavelets. During the course, we will explore one of the most magical aspects of image processing - image compression - and will learn the modern compression algorithm JPEG 2000 and see how it drastically reduces the size of pictures without losing much detail.
Students will be asked to either write a 10-page paper on the mathematics of image processing or write a computer program that implements image processing techniques that we will learn. During the last week of class students will present their projects.
METHOD OF EVALUATION: evaluation will be based on attendance and class participation. There will also be a final 10-page paper or a significant coding project and an in-class presentation
PREREQUISITES: MATH 250
ENROLLMENT LIMIT: 18
METHOD OF SELECTION: preference will be given to those students that have taken analysis or some computer science classes
COST PER STUDENT: $18 for renting a textbook or $125 if you prefer to buy it
MEETING TIME: mornings
INSTRUCTOR: Eyvinndur Palsson

MATH 19 Our Singular Universe? (Same as PHYS 19)
The Universe, fascinating and wrapped in mystery. We are not sure where it came from, when or where it began, what is it made of, or where or when (if ever) will it end. In fact, up until Albert Einstein formulated his famous theory of general relativity, time and space were thought of as being separate quantities, not intertwined together into what we now call space-time. In this winter study we discuss the most well-known theories for understanding the nature of the universe: general relativity, quantum mechanics, and super string theory. The first two aim at explaining large and respectively small structures in the universe, such as galaxies and stars, and atoms and quarks. Although many predictions from general relativity and quantum mechanics have turned out to be true, these theories appear to be incompatible. However, string theory, the newest of them all, says that they are not just compatible, but that one cannot stand without the other. Through readings, videos, and discussions, we look at how this reconciliation may occur and what are some of its possible implications. Another fascinating on-going debate concerns the nature of black holes. Are they singularities on the fabric of space-time? In mathematical models of physical processes, singularities are, more often than not, regarded as a manifestation that your model is somewhat incomplete, although there actually are physical quantities out there which become undefined before our own eyes. Does all this mean that our universe is ill-natured? or could it be that black holes and singularities are natural features of it? In addition to these questions, we also discuss concepts such as the beginning of time, the eleven dimensions, parallel universes, a theory of everything, and dark matter and gravity.
METHOD OF EVALUATION: class participation, several short assignments, 10-page paper, presentations
PREREQUISITES: none; no previous mathematical or physics background necessary
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: selection will be based on brief email letter of interest
COST PER STUDENT: $60 for books
MEETING TIME: mornings
INSTRUCTOR: Alejandro Sarria

Alejandro Sarria studies mathematical fluid dynamics, nonlinear partial differential equations, and evolution equations. He received his Ph.D. from University of New Orleans in 2012, was a Burnett-Meyer post-doctoral fellow at University of Colorado, Boulder, and is a two-year visiting assistant professor at Williams College.

MATH 25 Working with the Editor of the Notices of the American Mathematical Society
Students will work with the new editor on Notices, the flagship publication of the American Mathematical Society, including recruiting, editing, and writing articles and working on the new website. A limited number of the students will attend the annual joint mathematics meetings January 6-9 in Seattle for an intense period of the work, travel provided. Meetings with instructor 6 hours per week, total work 20 hours per week, more at joint meetings.
METHOD OF EVALUATION: work, reports, writing, editing, work on website
PREREQUISITES: none
ENROLLMENT LIMIT: 8
METHOD OF SELECTION: by application
COST PER STUDENT: $0
MEETING TIME: mornings
INSTRUCTOR: Frank Morgan

MATH 30 Senior Project
To be taken by candidates for honors in Mathematics other than by thesis route.

MATH 31 Senior Thesis
To be taken by students registered for Mathematics 493-494.

STATISTICS

STAT 30 Senior Project
To be taken by candidates for honors in Statistics other than by thesis route.

STAT 31 Senior Thesis
To be taken by students registered for Statistics 493-494.

MUSIC

MUS 12 Gregorian Chant (Same as PSCI 12)
See under PSCI for full description

MUS 14 Classic American and European Musical Theatre
This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus--now practice the exacting art of singing an ensemble on stage. The course will culminate with a performance of ensembles, solos, and duets from a variety of musical theater shows. Other ensembles from European models may also be included. Singers, actors, and pianists are all welcome to participate. The course is intended especially for singers who wish to have some stage time, and for actors who wish to work on their singing.
METHOD OF EVALUATION: a student may fulfill the requirements of the course by performing, writing a 10-page discursive paper, or some combination of the two approved by the teacher
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: the instructor will communicate with those wishing to register either in person or via email
COST TO STUDENT: $0
MEETING TIME: afternoons
INSTRUCTOR: Keith Kibler

Keith Kibler has performed under some of the finest directors currently working including David Alden, Peter Sellars, Galina Vishnevskaya. He sang a major role in Kurt Weill's "Die Kleine Mahagonny" under Alvin Epstein with the American Repertory Theatre. He has been a featured soloist with the Boston Pops in American theater music. Keith Kibler is an Associate Artist in the Music Department at Williams College. He can be reached at keith.kibler@williams.edu

MUS 15 Contemporary American Songwriting (Same as AMST 16)
This course will focus on learning how to write and perform songs in a contemporary style. Topics addressed will include song structure, how to create a lyric that communicates, vocal and instrument presentation, performing techniques, publicity for events, and today's music industry. This class will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs. These songs must be conceived during the course period (previously written material is not usable). Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. At least one of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and all officially scheduled events is mandatory. A short writing assignment based on the assigned reading will be passed in on the last day of class.
No pre-requisites. Students with a musical background and the ability to play and

instrument may be given preference, but anyone interested is encouraged to register.
METHOD OF EVALUATION: attendance, final performance, and writing assignment
PREREQUISITES: none
ENROLLMENT LIMIT: 14
METHOD OF SELECTION: priority may be given to upperclassmen and those with musical experience
COST PER STUDENT: $55
MEETING TIME: mornings
INSTRUCTOR: Bernice Lewis

With four decades as a national touring artist and seven acclaimed CD's, Singer/Songwriter Bernice Lewis has been teaching her Winter Study Course on performing and songwriting for two decades. She is also a published poet, a producer, and a sought after coach. She is an Artist in Residence for the National Park Service and the Artist Associate of Songwriting at Williams College. She holds an M.Ed from the University of Massachusetts in Amherst. She's had a forty-year daily yoga practice, loves good coffee, and her religion is the Grand Canyon. More at www.bernicelews.com

MUS 16 Zimbabwean Mbira and Marimba Experience
This course will provide a hands-on approach to playing Zimbabwean mbira and marimba. We will also investigate the history of how these instruments found their way into the United States. Students will learn to play basic songs on mbira and marimba including related instruments such as hosho (shakers) and sung poetry. The course will explore how the marimba and mbira share repertoire and the mechanics of the sound produced. We will aim to master three simple songs on karimba style mbira and another three on marimba and will learn one song that combines the two instruments. Students will give a concert as a final presentation for this winter study course. METHOD OF EVALUATION: presentation
PREREQUISITES: none
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: those with a musical background or a simple audition
COST PER STUDENT: none
MEETING TIME: afternoons
INSTRUCTOR: Tendai Muparutsa

MUS 18 "Wherefore Art Thou?": Musical Explorations of Shakespeare's *Romeo and Juliet*
The tale of the star-crossed lovers Romeo and Juliet is surely the Shakespearean story best established in popular culture. Beyond the elements of romance and tragedy which it first brings to mind, the play Romeo and Juliet mixes low comedy, combat, songs, clowns, intrigue, and social commentary. Such a popular play has invited numerous and diverse musical treatments for over two centuries, with composers seizing on various facets of the play according to their times and temperament. We will begin with a reading of the play itself, and then examine diverse treatments of the narrative including the dramatic symphony by Berlioz; selected scenes from romantic operas by Bellini, Gounod, and Delius; the orchestral overture by Tchaikovsky, the ballet by Prokofiev, and the Broadway musical West Side Story by Leonard Bernstein. We will also consider film adaptations of the story, including the 1936 version directed by George Cukor, the 1996 film directed by Baz Luhrmann, and the 2011 animated *Gnomeo and Juliet,* with special attention to the cinematic use of music.
METHOD OF EVALUATION: based on class attendance and participation; and a 10-page paper
PREREQUISITES: none
ENROLLMENT LIMIT: 20.
METHOD OF SELECTION: first-years and sophomores
Cost to student: $20 reading packet
MEETING TIME: three two-hour morning meetings per week
INSTRUCTOR: Jennifer Bloxam

MUS 24 Portrait of an Opera (Same as DANC 24)
How does a new opera production come together? This Winter Study Course will provide a hands-on opportunity to explore and document the creation of a new interdisciplinary opera about the fate of Lower Manhattan in the 1960s, waged between the powerful urban builder, Robert Moses, and the activist and urban theorist, Jane Jacobs. Students will reside in New York City for the duration of the Winter Study period, choosing a medium in which to document the rehearsals and conversations that inform the production's development. Potential media for documentation are photography, writing, video and drawing (or other creative suggestions), reflecting the strong elements of music, poetry, dance, film, and animation that are contained in the opera itself. Students will also attend a weekly response meeting and two rehearsals per week with two members of the opera's creative team: composer Judd Greenstein '01 and choreographer Will Rawls '00. The opera will be in residence during the spring semester at Williams and is slated for a full-length work-in-progress premiere at the '62 Center in March 2016.
METHOD OF EVALUATION: final project/presentation
PREREQUISITES: none
ENROLLMENT LIMIT: 6-10
METHOD OF SELECTION: seniority
COST PER STUDENT: $1,773.22
SCHEDULE:
January 4-8: initial orientation meetings in Williamstown (3 meetings)
January 10: travel to NYC via Peter Pan Bus (charter bus if attendance is sufficient), check in students to hotel
January 11-23: attend opera rehearsals with Will Rawls and Judd Greenstein, as well as semi-weekly group meetings to discuss both the production itself and students' documentation projects
January 24: students return to Williamstown via Peter Pan Bus (charter bus if attendance is sufficient)
January 24-26: students finish documentation projects
January 27-28: presentation of projects in class
INSTRUCTORS: Will Rawls `00 and Judd Greenstein `01

Will Rawls '00 is a choreographer and dancer; Judd Greenstein '01 is a composer

MUS 25 The Calusa Indians of Southern Florida: The Cultural Legacy and Inspiration of an Extinct Civilization
This travel course will focus on creative work inspired by the Calusa Indians, their history, and legacy. We will discuss the history and culture of the Calusas, their society, politics, system of government, trading customs, and religion. We will also talk about their construction of a canal system, and their architecture and engineering. We will visit archaeological and historical sites, Research Centers, and Museums specialized in the Calusas in South West Florida. Calusa artifacts made with ceramic materials, wood carving, and painting, are recognized worldwide as remarkable examples of Native American artistic achievement. Samples of their art found during excavations in SW FL are part of exhibitions in the Historical Museums that we will visit. Students will learn about music inspired by precolombian native american instruments and art, performed by a flutist/ composer specialized in Native American Music.
This course includes information about the estuaries, which with their rich bounty sustained the world of the Calusas. Students will study and visit mudflats, mangrove forests, and sea grass beds that supported the Calusa because so many of the animals they harvested for food lived, and found protection among these natural resources. We will participate in workshops replicating the process of weaving plant-fiber nets, and construction of some of their fishing artifacts, and will learn about the native plant material that they used for meals, and for the creation of their utensils.
Students will arrive to their own conclusion about the impact the Calusas had in our culture and their legacy. They will also use their experiences during field trips, workshops, 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 (video, photography), and literature. They will create their projects individually or could form teams to create interdisciplinary works. If team work is selected for the creation of a project there will be a limit of one student per discipline in each team.
Field trips will be scheduled during the mornings. Some lectures will be schedule during afternoons and evenings. Times not scheduled for lectures or field trips will be dedicated to study articles on The Calusas and the creation of individual or team creative work. Students will have a travel journal reflecting on their experiences and their artistic response as they occur.
Students' projects in progress will be shared with members of the Pine Island Community, and once the creative process is completed we will donate copies of the projects to the Randell Research Center. Creative projects will also be shared with the Williams College community after our return to Williams. Students will also write a four page paper describing how they integrated the knowledge acquired about the Calusa Indians and their civilization into their creative projects.
Prior to our departure for FL 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.
PREREQUISITES: none
METHOD OF EVALUATION: creative project, travel journal, and 4 page paper as explained above
ENROLLMENT LIMIT: 7
METHOD OF SELECTION: priority given to students interested in creating original work in response to field trips and visits to Research Centers and Museums (musical, artistic, photography and/ or video, literary, drama/ theater)
COST PER STUDENT: $2,935.00
Preliminary Itinerary: January 4- Monday First meeting at Williams, Jan. 5 = Departure, January 28 Travel back to Williams
INSTRUCTOR: 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 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.
Prerequisites: All students should know the rules of chess and be able to read chess notation.
Enrollment limit: 20 If the class is overenrolled, students will be selected according to playing strength, as indicated by USCF ratings, results in the College chess club, or other measures.
Meeting time: afternoons
METHOD OF EVALUATION: class participation and problem assignments
PREREQUISITES: all students should know the rules of chess and be able to read chess notation
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: if the class is overenrolled, students will be selected according to playing strength
COST PER STUDENT: $20
MEETING TIME: afternoons
INSTRUCTOR: Steven Gerrard

PHIL 12 Food for Thought
This course will examine the philosophical, political and historical factors that underpin the American diet, how students' day-to-day food choices affect the future of human life on our planet, and provide students with the basics of cooking. In part because I am a woman who broke through the ranks of a male-dominated profession, a corollary discussion will occur about how sex-differentiated roles in the procurement and production of food came to be.
Part of the course structure will rely upon Michael Pollan's Cooked in which he discusses the four methods of cooking that have affected the quality of human life: fire, water, air and earth. Each week I will demonstrate a dish from each element, and we will sit down to enjoy the meal together, family style. This structure will also allow us to talk about the history and role of manners. The first week (fire) we will roast chicken and vegetables, the second week (water) we will make a soup, the third week (earth) we will enjoy a meal made with food that requires the fermentation process of the ground and the fourth week (air) we will bake a cake and whip cream.
Second, we will consider the history of food and its effect on the quality of human life. How did the Andean potato contribute to the Irish famine? How did the humble cod lead to the first settlement of Massachusetts by the English, and what did this mean for the native population of New England? What is agribusiness and how is it different from agriculture?
Third, we will learn about the food traditions and land usage of Native Americans from New England, and the effects the English arrival had on both. If weather permits we will visit Historic Deerfield for a demonstration of American colonial daily life and technology of the 1700s.
Finally, we will consider the effect our modern food choices have on the future of human life.
METHOD OF EVALUATION: students will be prepared to discuss four books, and write a research paper on either the path food takes to arrive on our plate, or on a food tradition of their own, taking into consideration what we have studied
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: upper classmen will be selected first
COST PER STUDENT: $150

MEETING TIME: mornings
INSTRUCTOR: Robin Lenz

Robin Lenz has a B.A., M.A. in Political Science, Berkeley; she is a French chef and former restaurant owner who has taught winter study courses at Williams 1993-2000 and 2014

PHIL 13 Boxing
Boxing is one of the world's oldest sports, and there are 3000 year old artistic representations of boxing from ancient Egypt. The history of boxing in the United States during the nineteenth and twentieth centuries reflects the history of the nation. Issues of class, ethnicity, race, and gender have played a central role in the sport. Stories about boxing also play a central role in the popular culture. In this course we will look at some treatments of boxing by social historians, examine some depictions of boxing in documentary and dramatic films, and watch some classic fights.
We will also learn some of the fundamental skills involved in boxing. Training as a boxer will give men and women a better appreciation of the physical demands involved. Four days a week we will engage in an intensive training regimen working on basic punching technique, footwork, defense and conditioning. The workouts will involve minimal contact, but will be physically demanding. Students will need to purchase boxing gloves, handwraps, and a jump rope.
METHOD OF EVALUATION: final paper, attendance at training sessions and evening events.
PREREQUISITES: none, but this will be quite physically demanding
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: seniority. expressed interest, interview or email
COST PER STUDENT: $150
MEETING TIME: mornings workouts; movies, discussions and seminars in the afternoon and evening
INSTRUCTOR: Keith McPartland

PHIL 15 Above Us Only Sky: Atheist Understandings of Reason, Morality and the Meaning of Life
Atheists are typically defined by "that which they are not": they do not believe in God, they do not think that the universe was created by a powerful being for a good reason, the question about *the* purpose of human life makes no sense to them, and they live their lives without hope of eternal salvation or fear of eternal damnation. To enrich and deepen such a negative understanding of atheism, this course will explore the vibrant and diverse tradition of positive atheist thought in both theoretical and practical domains. We will *not* consider arguments for and against atheism in this course. Rather, taking the atheist position as our starting point, we will explore some aspects of atheist epistemology, metaphysics and moral philosophy, thus sketching a positive philosophical characterization of atheism. Specifically, we will consider the following questions: What is the relationship between skepticism and atheism? Must an atheist have a higher standard for justified belief than a theist? Should an atheist try to prove her position, should she try to recommend it to theists, or should she treat her religious stance as a private matter? Since, for an atheist, the natural world is all there is, how does she ever experience wonder at its beauty, the feeling of the numinous, the sense of reverence for the universe? What is the source of atheists' morality? Must an atheist be a moral relativist or a moral nihilist? Finally, how can an atheist find meaning in her life, contingent and short as it is? How can she find joy in it despite what she must perceive as pointless suffering?
The readings for this course will mainly be drawn from Western philosophy.
METHOD OF EVALUATION: class attendance, preparedness, and participation; three short papers (2-3 pages each); and a final paper (4-5 pages)
PREREQUISITES: none; open to first year students.
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: priority will be given to philosophy majors, intended philosophy majors, and students seriously committed to the course
COST PER STUDENT: about $40 for books
MEETING TIME: afternoons
INSTRUCTOR: Bojana Mladenovic

PHIL 16 Organ Transplantation: From Bioethics to Bioengineering (Same as BIOL 16)
Topics for discussion will be presented at a level that students with interests in ethics as well as medicine and biology can be equally engaged. Students will form small groups for the development of a final debate style presentation related to a controversial topic in organ transplantation. Class participation and this final presentation will serve as the objective material utilized for evaluation. The course will begin with a broad overview of organ transplantation, and organ acquisition provided by the instructor to bring the enrollees to a common level of understanding. We will then delve into topics that will include expansion of the organ donor pool via presumed consent, living donation, payment for living donation, transplant tourism, transplantation from other species, and the development of bio-artificial organs for temporary or long term organ replacement therapy. It is hoped that the pool of students enrolled will span from those with interests in medicine and biology to those with interests in ethics, public health and government regulation of medical practice in hopes of generating vigorous discussion from a number of view points.
METHOD OF EVALUATION: presentation and a final paper
PREREQUISITES: none; no background in science required
ENROLLMENT LIMIT: 16
METHOD OF SELECTION: through contact with the instructor to express interest, and with a mind to diversity of student academic background
COST PER STUDENT: none
MEETING TIME: mornings; three two hour meetings a week
INSTRUCTOR: Dr. Carl Berg `82

Dr. Carl Berg, Williams '82, is Professor of Medicine at Duke and has just completed a term as President of UNOS, the organization that manages the entire solid organ transplant system for the United States. He is excited to be back in the Berkshires for his favorite term of the year.

PHIL 25 Eye Care and Culture in Nicaragua
During the first week, we will read about and discuss Nicaragua's history and current political situation. Also, Professor Elise Harb (New England College of Optometry) will train the students in the course in giving eye examinations. Then, we will fly to Nicaragua and spend around eleven days traveling to different communities in the Atlantic Coast region, where the need is greatest, administering eye examinations and distributing glasses to people who have no other access to corrective eyewear. During our stay in Nicaragua, each student will keep a journal, with daily entries. Robert Peck, former Athletic Director at Williams, first taught this course thirteen years ago, and has been involved in it, usually as instructor, in each successive year. He will be involved this year in various ways.
PREREQUISITES: None; not open to first-year students
METHOD OF EVALUATION: Participation throughout, and journals.
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: Following the informational meeting in early September, students will submit applications indicating why they want to be included.
COST: $3600
MEETING TIME: during first week, mornings
INSTRUCTORS: Alan White and Elise Harb

PHIL 31 Senior Thesis
To be taken by students registered for Philosophy 493-494.

PUBLIC HEALTH

PHLH 12 The Human Side of Medicine and Medical Practice
In today's health care atmosphere of physician accountability, advanced medical technology, and evidence-based diagnosis, the "human side" of medical practice is often minimized or even disregarded. Medical schools debate how or whether to emphasize this more interpersonal aspect of medicine within their curriculums. Increasingly research shows that the combination of both perspectives--patient centered understanding and technical proficiency--leads to better diagnosis and treatment; improved patient compliance and satisfaction; and to increased physician professional satisfaction. These positive outcomes become a powerful case for future healthcare professionals being exposed to the philosophy, understanding and concrete tools of the more human side of medical practice.
Content may include:

- Definition of a "patient's story," - the bio-psycho-social-spiritual model and its value
- Communication, relationships and interpersonal skills within the medical interview
- Self reflection and self care for the physician
- How to take a patient history; when and how to conduct an focused interview
- Complicated moments during an interview
- "Hot" topics within the profession; ethics and professionalism; recent public commentary about the medical profession

METHOD OF EVALUATION: Class discussion and active student participation, practice interviewing and problem solving role-plays, group presentation, reaction paper, final project
PREREQUISITES: None
ENROLLMENT LIMIT: 14
METHOD OF SELECTION: Priority to public health concentrators and pre-med juniors and seniors
COST PER STUDENT: 100
MEETING TIME: mornings
INSTRUCTOR: Sandra GoodbodySandra Goodbody, MSW, is an assistant clinical professor at George Washington University and former Senior Program Officer at the Institute of Medicine. She has over thirty years of experience in clinical psychotherapy private practice.

PHLH 17 Addiction Studies and Diagnosis (Same as SPEC 16)
The goal of this class is to help students develop an effective understanding of the definition, impact, and treatment of addiction. Students will be familiarized with the DSM-5, the text used to diagnose mental illness in the US. Students will read a history of addiction in the US and the central text of Narcotics Anonymous to understand the structure of 12 Step recovery. Speakers will tell their stories in their journey from addiction to recovery. Students will be expected to accurately diagnose the speaker according to the criteria in the DSM-5. Finally, an extensive annotated bibliography and oral presentation will be presented in groups at the end of the course. The course will be capped at 15 students.
Calendar of Classes
Mon January 5 Introduction and Lecture on Chemical Dependency and 12 Step Counseling
Readings: Slaying the Dragon pages 1-78 Narcotics Anonymous - start reading
Wed January 7 "My Name is Bill W." 1st Quiz
Readings: Slaying the Dragon- pages 79-197 Narcotics Anonymous - continue reading
Mon January 12 Guest Speaker - 1st Presentations
Readings: Slaying the Dragon- pages 199-260 Narcotics Anonymous - continue reading
Wed January 14"Days of Wine and Roses" -2nd Quiz
Readings: Slaying the Dragon- pages 263- 341 -Narcotics Anonymous - continue reading
Mon January 19 Martin Luther King Jr. Day - Guest speaker -Narcotics Anonymous - continue reading Narcotics Anonymous
Wed January 21 Third Quiz -Readings Narcotics Anonymous - continue reading 3rd Quiz
Mon January 26 Guest Speaker -Readings Narcotics Anonymous - finish reading (stories optional)
Wed January 28 Group Presentations, evaluations and wrap up
Grading for the class
Annotated Bibliography and Oral Presentation(s) 30%
Journal entries - 1 page minimum each topic (@ 250 words) - Attend and comment on three 12 Step meetings. Reports on three people who took the CAGE, MAST and Johns Hopkins test - one person must `pass' one of the tests. Choices nearby are Al-Anon, OA, AA, and NA. Eight entries, 5% each, 40% total
Attendance - 15%
Quizzes- 15%
Texts - "Slaying the Dragon: The History of Addiction Treatment and Recovery" by William White and "Narcotics Anonymous, 6th Edition"
MEETING TIME: MW 12:30-3:30
INSTRUCTOR: Rick Berger

PHYSICS

PHYS 10 Light and Holography
This course will examine the art and science of holography. It will introduce modern optics at a level appropriate for a non-science major, giving the necessary theoretical background in lectures and discussion. Demonstrations will be presented and students will make several kinds of holograms in the lab. Thanks to a grant from the National Science Foundation, we have 7 well-equipped holography darkrooms available for student use. At the beginning of WSP, the class will meet for lecture and discussion three mornings a week and for lab 2 afternoons a week. The later part of the month will be mainly open laboratory time during which students, working in small groups, will conduct an independent project in holography approved by the instructor. Attendance at lectures and laboratory is required.
METHOD OF EVALUATION: Students will be evaluated on the basis of regular

attendance, completion of 4 laboratory exercises, and a holography laboratory project (approved by the instructor) with a poster presentation to the class at the end of WSP. Attendance at all classes and labs is required for a passing grade.
PREREQUISITES: none
ENROLLMENT LIMIT: 30.
METHOD OF SELECTION: preference to students with no physics above Physics 109; then seniors, juniors, sophomores and first-years
COST PER STUDENT: $50 for holographic film and chemicals.
MEETING TIME: lectures will be in the morning, labs will be in the afternoon. A detailed schedule will be circulated to students who sign up for this course. Students who cannot attend the required sessions will be advised to select a different course as it is not possible to achieve a passing grade without being able to attend the classes and laboratories.
INSTRUCTORS: Kevin Jones and Kevin Forkey

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. By using simple techniques and extensive exercises you will develop your ability 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 teach creative problem solving abilities. Students need no previous artistic experience, just the willingness and desire to learn. Students will be expected to attend and participate in all sessions. They will also be required to keep a sketchbook recording their progress and complete a final project.
METHOD OF EVALUATION: Evaluations will be based on participation, effort, and development.
PREREQUISITES: none
ENROLLMENT LIMIT: 18
METHOD OF SELECTION: based on seniority
COST PER STUDENT: $8.00
MEETING TIME: Tuesday and Thursday mornings from 10:00 until 12:45, with substantial additional independent student work. There will be an exhibition of coursework on the final day of Winter Study.
INSTRUCTOR: Stella Ehrich Brownstein

Stella Ehrich is a professional painter whose work includes portraits, landscapes and still life subjects. She studied for seven years at Studio Simi in Florence, holds an MFA in painting from Bennington College and a BFA from the Memphis Academy of Art.

PHYS 14 Electronics
Electronics are indispensable parts of modern laboratory work throughout the sciences. this course will cover the basics of analog electronics circuits, including transistors and operational amplifiers, and will briefly introduce digital circuits. Class will include a mixture of lab, lecture, and discussion, providing ample opportunity for hands-on experience. 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. In the last week, students will design and build a final project, or will write a 10-page paper.
METHOD OF EVALUATION: Evaluation will be based on participation, completion of both laboratory work and occasional homework, and the quality of the final project or paper.
PREREQUISITES: Mathematics 140 or equivalent calculus. No prior experience with electronics is required.
ENROLLMENT LIMIT: 16
METHOD OF SELECTION: priority given to seniors first, first-years last
COST PER STUDENT: $60
MEETING TIME: afternoons
INSTRUCTORS: Tiku Majumder and Priyangi Wickramarachchi

PHYS 16 3-D CNC Machining: CAD, CAM and Multi-axis Milling
Advanced manufacturing technology is the foundation of many products that affect our lives and our economy. Sophisticated tools for design and fabrication have become widely available and lower in cost. In this course, we will use state-of the-art 3D CAD (computer-aided design) software to model a variety of objects. Using CAM (computer-aided manufacturing) software, we will prepare models for machining. We will fabricate objects from metal and plastic using the Haas CNC Mill in the Bronfman Science Shop with up to 5-axis simultaneous machining capability.
To gain further understanding of the impact of advanced manufacturing on jobs and the economy, we will visit several companies and institutions in New England that use advanced manufacturing technologies to create parts for industries such as aerospace and medical devices. At the conclusion of the class students will present their work in an "open-house" session in the machine shop.
METHOD OF EVALUATION: Participation, quality and precision of final project.
PREREQUISITES: Prior workshop experience helpful but not absolutely required
ENROLLMENT LIMIT: 6
METHOD OF SELECTION: Preference based on one-paragraph explanation of student's interest in the course.
COST PER STUDENT: 50
MEETING TIME: afternoons
INSTRUCTOR: Michael Taylor

Michael Taylor is an engineer and inventor with 30 years of experience in product development and manufacturing. Broad-based hands-on mechanical and electrical fabrication skills. Experienced in 3D CAD CAM and rapid proto-typing. Owns and operates a product development and consumer products company. Full-time college employee in the Bronfman Science Shop. B.S./M.S in Engineering Sciences (Univ. of Florida)

PHYS 18 Wood and Woodturning
Woodturning - the use of a lathe to sculpt cylindrically symmetric objects from wood - dates to antiquity, with turned objects appearing in furniture, architecture, and art through the ages. This course will introduce the basic concepts of woodturning, including lathe and tool safety, tool selection, and techniques for shaping both side grain and end grain. We will use gouges, chisels, and scrapers to turn a variety of projects like finger tops, carving mallets, bowls, pens, etc. from several different species of wood. Along the way we will also discuss several topics related to wood and woodworking such as sharpness and sharpening, the metallurgy of hardening and tempering, moisture and wood movement, and forestry. We will meet for at least 12 hours weekly for lecture, discussion, turning demonstrations, and individual work on projects. Students will also complete short outside readings and research for a final paper.
No previous experience is required; however, students with patience, good fine-motor skills, and some imagination will find the course most rewarding.
METHOD OF EVALUATION: class participation, exhibition of woodturnings, and a 10-page paper
PREREQUISITES: none
ENROLLMENT LIMIT: 6-12, depending on equipment availability
METHOD OF SELECTION: preference given to Juniors, Sophomores, and those who express the most and earliest interest by e-mail to Professor Doret.
COST PER STUDENT: 150
MEETING TIME: 9:00 am - noon, M-F
INSTRUCTOR: Charlie Doret

PHYS 19 Our Singular Universe? (Same as MATH 19)
See under MATH for full description

PHYS 31 Senior Thesis
To be taken by students registered for Physics 493, 494.

POLITICAL ECONOMY

POEC 19 Volunteer Income Tax Assistance (VITA) (Same as ECON 19)
See under ECON for full description

POEC 21 Fieldwork in Public Affairs and Private Non-Profits (Same as PSCI 21)
See under PSCI for full description

POEC 23 Institutional Investment
The Williams College Investment Office, based in Boston, is seeking three sophomores or juniors to join its team for four weeks in January 2016. The $2.3 billion endowment plays a major role in supporting the operations of the College, and the role of the Investment Office is to manage the investments of that $2.3 billion and develop a critical understanding of markets and investment managers in order to provide the best financial support possible to the College.
What is it?
This unique opportunity is a structured program designed to provide students with an overview of endowment and investment management. Through formal training and project work, Winter Study Analysts 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. Exposure will cut across U.S. and non-U.S. markets, both developed and emerging. Winter Study Analysts will sharpen their professional skills and have the opportunity to meet investment professionals from across the investment industry.
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 present a final project. No prerequisites are required.
When is it?
The Winter Study Analyst program will be based in Boston and will run for four weeks during Winter Study.
Where is it?
The Winter Study Analyst program will be based in the Investment Office in Boston, MA and housing will be provided for the Analysts.
How do students apply?
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 by 11:59 PM ET on Sunday, October 11, 2015. Enrollment limit: 3. If oversubscribed, students will be selected via phone interviews.
What does it cost?
Low/no-cost housing and class related materials (i.e. books and articles) will be provided by the Investment Office. Students are responsible for the cost of food, incidentals, and transportation to and from Boston at the beginning and end of the month.
Instructors?
This Winter Study Class is taught by the investment team that staffs the Williams College Investment Office. The three lead instructors for the program for January 2016 are Collette Chilton (Chief Investment Officer), Abigail Wattley (Director), and Annie Jeong (Investment Analyst). The entire Investment Office staff is integrally involved and supportive of the program and students will interact regularly with all team members.

Collette Chilton, Chief Investment Officer - Collette joined Williams College in October 2006. Prior to joining Williams, Collette was President and Chief Investment Officer at Lucent Asset Management Corporation from 1998 to 2006. While at Lucent, Collette was responsible for the investment and oversight of approximately $40 billion in pension and retirement savings assets for the company. Collette received a Bachelor of Science degree in Political Economy of Natural Resources from the University of California, Berkeley in 1981 and a Masters of Business Administration from the Amos Tuck Graduate School of Business at Dartmouth College in 1986.

Abigail Wattley, Director - Abigail rejoined Williams College in September 2010 as an Investment Associate. From 2007 to 2008 Abigail worked in the Williams Investment Office in the role of Investment Analyst. Prior to working for Williams, Abigail worked as a Senior Consulting Associate at Cambridge Associates. Abigail received a B.A. in Economics from Williams College in 2005 and a Masters of Business Administration from the Harvard Business School in 2010.

Annie Jeong, Investment Analyst - Annie joined the Williams Investment Office in July 2014. She received a B.A. in History from Williams College in 2014. During her time at Williams, Annie was involved with the Eph Business Association, and played the flute in the Berkshire Symphony, Wind Ensemble, and chamber music groups.

What if I have questions?

If you would like to learn more about the endowment you can find our investment report at: http://investment.williams.eduIf you have questions you can email us at Investmentoffice@williams.edu
INSTRUCTORS: Collette Chilton, Abigail Wattley and Annie Jeong

POEC 31 Honors Thesis
To be taken by students registered for Political Economy 493.

POLITICAL SCIENCE

PSCI 10 The East is Red?-Socialism in Asia (Same as ASST 12 and HIST 12)
See under ASST for full description

PSCI 11 Decolonization (Same as GBST 11)
Through film, novels and the writings of nationalists this course examines the process and meaning of decolonization in Sub-Saharan Africa.
METHOD OF EVALUATION: 10-page final paper
PREREQUISITES: none
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: priority to PSCI majors and GBST concentrators
COST PER STUDENT: 100

MEETING TIME: mornings
INSTRUCTOR: Ngonidzashe Munemo

PSCI 12 Gregorian Chant (Same as MUS 12)
Recordings of monastics singing Gregorian chant have been topping American and European classical and pop music charts for twenty years. The popular computer game Halo integrates Gregorian chant into its soundscape. HBO has made millions not only from Lena Dunham's \"Girls\" but also off a documentary on Austrian monks who sing the chant for hours every day.
This course invites you to discover the magic of Gregorian chant for yourself by singing it. We will spend the bulk of our time together singing. To support that singing, we will learn chant notation, a smattering of music theory and ecclesiastical Latin pronunciation, the history of Gregorian chant, and its place in the Catholic Church today. We'll also watch a few documentaries on the most popular contemporary monastic recording groups. A field trip to a nearby abbey or monastery which sings the chant as part of everyday community life is possible.
No prior choral experience is necessary or expected.
METHOD OF EVALUATION: attendance, participation, written movie review, final small-group singing project
PREREQUISITES: an ability to match pitch (I sing a note, you sing it back) and a tolerance for traditional Catholic spirituality
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: passion and prior singing experience
COST PER STUDENT: no more than $100
MEETING TIME: mornings
INSTRUCTOR: Darel Paul

PSCI 13 National Security, Government Secrecy, and the Politics of Conspiracy Theories
Just because you're paranoid doesn't mean they aren't after you. This course explores the politics of conspiracy theories from the Roswell UFO incident to the assassination of John F. Kennedy to claims that the U.S. government orchestrated the 9/11 terrorist attacks. What political purposes might conspiracy theories serve? Who believes these theories, and why? While many conspiracy theories bear little resemblance to reality, history demonstrates that governments do keep secrets - and have lied to their publics - in the name of national security. How, then, do we distinguish fiction from fact, political propaganda from truth? And what are the ramifications for democratic accountability and governance? Students will watch films and read serious academic work on conspiracy theories and government secrecy. Each student will also research and write a 10-page paper on a conspiracy theory of their choice, evaluating the political causes and political effects of the alternative narrative.
METHOD OF EVALUATION: 10-page paper, class discussion
PREREQUISITES: none
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: preference to seniors
COST PER STUDENT: approximately $35 for books
MEETING TIME: afternoons
INSTRUCTOR: Rosemary Kelanic

PSCI 14 The CIA and the Politics of Intelligence
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 and beyond. Students will consider how intelligence is and ought to be gathered, and the political issues that emerge from those activities. 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.
METHOD OF EVALUATION: evaluation will include class attendance and participation, and a short, retrospective paper on the course and its content.
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: preference to Political Science majors and Leadership Studies concentrators
COST PER STUDENT: $50
MEETING TIME: afternoons
INSTRUCTOR: Donald Gregg

Donald 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. 1980-89, taught a second-year graduate level course at the Master of Science in Foreign Service Program of Georgetown University. He is now chairman of the Pacific Century Institute in Los Angeles.

PSCI 15 This Land
"From the redwood forest to the Gulf Stream waters," Woody Guthrie sang, "this land was made for you and me." Whether or not Guthrie's populism was correct, his geography certainly is: "this land" spreads far and wide-along the Taconic Range and out through the Rust Belt, over the High Plains and down the Cascades, across the Great Basin and back toward Dixie-encompassing a panoply of not only topographical features but also communal dispositions and individual identities that is, as Nathaniel Hawthorne once said, "too vast by far to be taken into one small human heart." So what exactly animates this land? How do its locations-its bayous and buildings, its beauty and blight-shape American culture and define American citizens? In what sorts of ways do they belong to you and me, and in what sorts of ways do they shape you and me? Inspired by the work of Pulitzer Prize-winning New York Times columnist Dan Barry, who writes-and writes beautifully-the paper's popular "This Land" series, this is a course about (re)discovering the places we live and the characters who populate them. We'll read lots of work from Barry (who may join us for a day as a sort of writer-in-residence) himself as well as other pieces of long-form literary journalism and ethnographic writing on similar themes by writers ranging from Bill Bryson to Joan Didion, John McPhee to Gretel Ehrlich. And, of course, we'll try our hand at some writing- whether short and snappy or longer and more luxurious, exploring vistas or examining personalities, making sense of change or meditating on constancy-along the way, as we observe, imagine, and recreate the varied crossroads and corners that give rise to the most provocative and most poignant stories of daily life in contemporary America.
METHOD OF EVALUATION: class participation and varied writing assignments totaling 12-15 pages in all
PREREQUISITES: none
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: preference to students with expressed or demonstrated interest in American travel, geography, ethnography, culture, or journalism
COST PER STUDENT: approximately $50 for books, a course packet, and perhaps modest incidentals (gas, meals) from optional local travel
MEETING TIME: mornings
INSTRUCTOR: Justin Crowe

PSCI 16 Waging Peace: Aikido as a tool for Personal & Political Reconciliation
Peace, whether between countries, between communities, between individuals, or within one's own psyche - never happens by accident, but always as the direct result of strategically sophisticated efforts over time. This course will use martial arts training to introduce students to strategies and methods that can help forge peace between people or nations - strategies that will then be applied with an academic focus on peacemaking within the very challenging circumstances surrounding Israel and Palestine.
The martial arts training will be every morning in Currier Ballroom, and will be in Aikido - a Japanese martial tradition that combines the samurai arts of sword and grappling with the philosophical desire to manifest harmony in the face of conflict. As such, Aikido addresses situations of conflict that manifest themselves physically, but also offers insight into how to prevent or redirect the energies--social, political, or psychological--that might otherwise become conflict in one or another aspect of our lives. The physical training will improve each student's strength, balance, posture, and flexibility. Everyone will also learn how to throw their friends across the room. About 25% of training time will be devoted to sword, staff, and dagger techniques.
The academic component of the course, meeting in smaller groups over lunch twice a week, will address how the physical movements learned each morning embody principles and tactics that can achieve the goal of reconciliation in both psychological and political realms. Students will each have one personal and one group goal in the academic sessions. In the psychological realm, each student will spend time over the month of January understanding personal reconciliation by working to heal one personal relationship (with a sibling, a parent, a former friend, etc.) - an effort they will chronicle in a private journal.
Addressing the topic of political reconciliation, students will dive into the politics of the Israeli/Palestinian relationship. Half the students will research the history from the Arab perspective, and half will research from the Jewish perspective. All students will read Rabbi Lerner 's *Embracing Israel/Palestine: A Strategy to Heal and Transform the Middle East*. First week group meetings will be all the Arab representatives together, and then all the Jewish representatives. The second week and third week classes will be split half of each group meeting with half the other - looking to find the issues on which agreement can be forged.
METHOD OF EVALUATION: students will be evaluated on the quality of their participation in both physical and intellectual course components (class discussions, a reconciliation journal, final project)
PREREQUISITES: same physician's approval on file as the school requires to participate on sports teams. Students do not have to be especially athletic, and in Aikido women train as equals with men.
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: If course over-subscribes, selection will be made via a questionnaire.
COST PER STUDENT: approximately $170 for uniform, wooden training weapons, books, etc..
MEETING TIME: other
EXPLANATION OF MEETING TIME: Aikido sessions from 10-12; academic classes typically over lunch and occasional evenings
INSTRUCTOR: Robert Kent

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) and serves as President of Aiki Extensions, a nonprofit that supports programs that bring the strategic insights and practical wisdom of Aikido into non-traditional settings. He is also founder of 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 10th time he has offered an Aikido-based Winter Study course.

PSCI 17 Pope Francis and the Problem of Evil
Why does the Pope of joy speak so often about the prince of darkness? This colloquy explores the mind and impact of Pope Francis. After considering the problem of God, students will wrestle with the questions raised by divine faith in the face of human suffering. Reflecting on the drama of good versus evil will shed light on how and why the Jesuit pontiff weighs in on economics, social justice, and terrorism. This dialogue provides a platform for students to both express themselves and listen empathically to others. There will be three types of weekly class meetings: plenary meetings, small group meetings, and visits to the Berkshire Food Project. Erika Bachiochi, author and internationally recognized speaker on women and sexuality, will visit one class meeting.
METHOD OF EVALUATION: reading assignments, class discussions, and community service will culminate in a 10 page research paper or presentation
PREREQUISITES: none
ENROLLMENT LIMIT: 25
METHOD OF SELECTION: first years will be given preference, then sophomores, juniors, and seniors.
COST PER STUDENT: $50 (books)
MEETING TIME: other; schedule will vary to facilitate field trips but generally fall in the 11:00AM - 2:00PM period
INSTRUCTOR: Michael Sheehan

In the span of three months, Father Michael F. Sheehan, FPO, went from a Spandex Ephs speedsuit to a wool Franciscan tunic. A PSCI/IR major at Williams (2003), he is now a Catholic priest in Boston and a friar of the Franciscans of Primitive Order in Roxbury.

PSCI 18 The Politics and Law of the 2nd Amendment to the U.S. Constitution
What does the 2nd Amendment to the U.S. Constitution establish? It states: A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed. Two broad, rival positions were staked out early on the meaning of the 2nd Amendment. On the one hand, there is the "collectivist view," well-articulated by political groups such as the Brady Campaign and Handgun Control, Inc., and by Garry Wills (a reading), that the Amendment establishes only a collective, statewide right, and not an individual right to keep and bear arms. There is the rival claim, let's label it the "individualist view," most vigorously represented by the National Rifle Association and Gun Owners of America, and well articulated by John Ashcroft, George W. Bush's Attorney General (in a reading), that the Amendment establishes an individual right to gun ownership. The collectivist view has long been the "conventional view" of sociologists, political scientists, and most law faculty. A "revisionist and individualist view" that is more supportive of an individual's right to possess and carry guns has grown in recent years, a view that has been fueled by a number of scholars in law, economics, and history. Some "middle-ground positions" have been awkwardly carved out recently in light of two important U.S. Supreme Court cases. The

Court in the "Heller decision" appears to have settled the argument for once and for all. However, as we will discover, Heller advanced the argument, but it did not settle it. The argument was further extended by the Court in McDonald v. Chicago. Neither Heller nor McDonald settled the issue; each unleashed many more court cases and unfolding political action. We conclude the seminar by discussing developing consequences of Heller and McDonald both in the courts and in the states' legislatures.
METHOD OF EVALUATION: series of short papers
PREREQUISITES: none
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: seniors and juniors given first preference
COST PER STUDENT: $100
MEETING TIME: mornings
INSTRUCTOR: Richard Winters

Richard Winters taught at Dartmouth College for 43 years and retired in 2012 as the Williiam Clinton Story Remsen Class of '43 Professor of Government.

PSCI 19 Law as a Tool for Social Justice
The law is a powerful tool to attain goals of social justice. It may be deployed in different ways: through the use of the judicial system, by the enactment of legislation, and at times through the ballot. Racial justice, justice for the impoverished, and justice for same-sex couples are the goals dealt with by the course materials; however, the course will focus more on the legal process and the courses of action to achieve them. While the materials impart knowledge of the legal system and courtroom practice, the course always will view the law and its evolution in the context of the larger political, social and economic settings of the time. While at times the law will have a heroic cast, the course also will examine the limitations of its use as a tool for social justice due to overriding societal obstacles. The course begins with *Devil in the Grove* which won the Pulitzer Prize for non-fiction in 2013 and centers on a highly publicized rape case in 1949 Florida involving three young black men who are defended against the charge of raping a white woman by Thurgood Marshall of the NAACP at risk to his life. The book illustrates how the use of the courts brought national attention to the outrages of racial injustice in 1949 Florida. Marshall took the case knowing that he would lose at the trial level since, ironically, state law in the deep South was a tool for racial injustice. However, Marshall knew that as the case progressed on appeal to the federal level, to the Supreme Court, the chance for justice meaningfully would increase. A key point to be adduced from this book is that taking this kind of case, regardless of outcome, paved the longer road to a greater national awareness and understanding of the need to rectify horrific racial injustice. The case may be seen in a larger context as one of the stepping stones to Brown v. Board and the Civil Rights Act of 1964.
The second book is *Gideon's Trumpet*, the classic account by Anthony Lewis of the establishment of the right of a pauper to be provided with legal counsel in all state felony cases. The book elegantly describes the structure of our Federal system, dwelling on the tension between the rights reserved to the states and the umbrella of protection provided to individuals by the Bill of Rights. The book instructs how the law evolves over time in the larger and changing political and socio-economic contexts. It recounts how the brilliant Abe Fortas took up pro bono the case of the destitute Clarence Gideon and persuaded a receptive
Supreme Court to set a new legal precedent of great significance to paupers charged with serious crimes.
The third book is *Winning Marriage, The Inside Story of how Same-Sex Couples Took on the Politicians and Pundits - and Won* (2014) by Marc Solomon. The book narrates the incredibly successful effort by those in the LGBT community and their allies to win for same-sex couples the right to marry in numerous jurisdictions over a relatively short time commencing in 2003. The book focuses on the gritty political battles in MA and NY, and ultimately moves to the federal level, chronicling the victory in overturning the Defense of Marriage Act, and the success in obtaining the eventual backing of same-sex marriage by the President. In this book we see the law used as a tool for justice in the courts, in the legislatures, and also at the ballot box. !
The fourth book is BURY THE CHAINS (a finalist for the National Book Award in 2005), a narrative of the movement to enact anti-slavery legislation in Great Britain and its empire. It is a quintessential example of a true, and perhaps the very first, grass roots movement to achieve social justice through legislation, in stages and over a long period. The book teaches the lesson that it takes great perseverance to attain a significant legislative goal. Moreover, the story illuminates the powerful vectors of politics, religious, and economic interests that constantly influence the legislative process. Not incidentally, the book also demonstrates that one individual, in this instance Thomas Clarkson, can make in effectuating momentous societal change.
METHOD OF EVALUATION: 10 page paper
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: seniors given first preference
COST PER STUDENT: $70 for books
MEETING TIME: mornings
INSTRUCTOR: Richard Pollett

Richard Pollet graduated from Williams in 1969, cum laude, with Honors in Political Science, and thereafter obtained a J.D. from Columbia Law. He spent 40 years practicing law, the last 26 as General Counsel of J.Walter Thompson (JWT), retiring from the company last June. He now does some legal consulting, which primarily consists of teaching/mentoring newly hired lawyers of WPP, the parent company of JWT.

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 contracts with an institution or agency. The instructors and members of the Political Science Department are available to help students find placements, if necessary. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed by 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 experience.
METHOD OF EVALUATION: 90 hours of fieldwork; satisfactory evaluation from the institutional sponsor; 10-page final paper or equivalent; participation in final meeting. A t the time of preregistration, interested students should send a resume and letter of interest to Paula Consolini.
PREREQUISITES: None
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: Selection will be based on a resume and letter of interest
COST PER STUDENT: 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.
INSTRUCTOR: Paula Consolini

PSCI 22 Learning Intervention For Teens (Same as JLST 22)
This course pairs energetic Williams students with adolescents involved in the Juvenile Court System of Berkshire County. Judges can assign teens to this alternative sentencing program--this is certified as an official Commonwealth of Massachusetts probation program-- their absence from or misbehavior in schools has been a central feature of their delinquency. The goal of this program is to give these teens the experience that learning can be fun, can center on topics that matter to them, and can be empowering. If the teens see school as something other than a form of incarceration, they will be motivated to stay there and to succeed. Each Williams student helps a teen investigate, develop a report on, and present their conclusions about a topic of the teen's choosing. In the past these have ranged from Michael Jordan v. Kobe Bryant: who is the best all-time shooting guard? to the Distinctions among Ghosts, Poltergeists, Shades and Spirits, to the causes of teen methamphetamine use, and more than once have featured those frogs that squirt blood from their eyes. The course ends with a presentation in which each adolescent/Williams student pair formally presents its work via PowerPoint to an audience that includes the Berkshire County Juvenile Court judges and probation officers, city chiefs of police, County District Attorney and assistant DAs, the teens' peers and families, Williams faculty and community members. Williams students gain experience serving in an official capacity, learn to teach and motivate challenging teens, and gain insight into the causes of and solutions to the incidence of juvenile crime. Williams students are expected to read relevant training materials, meet with their teens three times a week, give a final presentation, and keep a weekly journal detailing their meetings.
In order to enroll in the course, all students must write a paragraph explaining why they want to take the course. Students should email their paragraphs to January '16 student coordinators Hannah Levin hfl1@williams.edu and Audrey Thomas aat1@williams.edu and cc: cshanks@williams.edu
METHOD OF EVALUATION: a final presentation given with their teen and a reflection paper on the course
PREREQUISITES: none
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: students will be selected based on a paragraph of interest
COST PER STUDENT: $0
MEETING TIME: afternoons
INSTRUCTORS: Cheryl Shanks and Michael Wynn

Mike Wynn is the Chief of the Pittsfield Police Department and graduated from Williams in 1993.

PSCI 23 Affordable Housing in Massachusetts (Same as ECON 23)
Massachusetts enacted the "anti-snob zoning act" (GL 40B, an affordable housing statute) in 1969 to provide relief from the exclusionary zoning bylaws and practices that inhibited the development of affordable housing in Massachusetts. This course looks at the different constituencies with a stake in this act--its success, failure, or interpretation--and examines how the act has been implemented and fought over since its passage. The Town of Amherst provides a core case study. Students will do group projects comparing this outcome with that in other municipalities in the state, including visiting a local city or town and researching how the municipality has handled affrdable housing issues. (Williamstown is currently hosting construction projects that include affordable housing, one close to the college tennis courts; the town select board rejected two others in 2014.)
METHOD OF EVALUATION: formal oral presentation accompanied by a polished written report of at least 2500 words
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: by seniority
COST PER STUDENT: $50, materials ans some travel expenses
MEETING TIME: afternoons
INSTRUCTOR: Alexander Sands (Cheryl Shanks, sponsor)

Alexander Sands has been a trial judge for the Massachusetts Land Court for 13 years. He has written a number of decisions and an article involving GL 40B, including a case of first impression relative to the interpretation of the statute. Judge Sands is a graduate of Williams College and the University of Virginia Law School.

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 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 an expert in trauma and sexual assault and explore the significant role of alcohol in sexual assault on college campuses. We will discuss 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. Method of Evaluation will be in-class participation and the final presentation of a project aimed at educating peers.
METHOD OF EVALUATION: in-class participation and the final presentation of a project aimed at educating peers
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: permission of instructor (if overenrolled)
COST PER STUDENT: $25
MEETING TIME: afternoons
INSTRUCTOR: Kathy Niemeyer

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 the Fitchburg State and Stonehill College Counseling

Centers and was also the AOD Prevention Program Coordinator at Stonehill. She taught the semester-long Alcohol and Other Drugs course at Boston College and has been a regular guest lecturer at Williams.

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. Samplers will be made of techniques learned, culminating in the completion of a sizeable project of the student's choosing (wall quilt or lap-size quilt). There will be an exhibit of all work (ephquilts), at the end of winter study. "Woven" into the classes will be discussions of the history of quilting, the controversy of "art" quilts vs. "traditional" quilts, machine vs. hand-quilting and the growing quilting market. Reading list: *Pieces of the Past* by Nancy J. Martin; *Stitching Memories: African-American Story Quilts* by Eva Ungar Grudin; *Sunshine and Shadow: The Amish and Their Quilts* by Phyllis Haders; *A People and Their Quilts* by John Rice Irwin; *Treasury of American Quilts* by Cyril Nelson and Carter Houck; *The Quilt: New Directions for an American Tradition*, Nancy Roe, Editor. Requirements: attendance of all classes (two field trips inc), a love of fabric, design and color, an enthusiasm for handwork, participation in exhibit. Extensive time will be spent outside of class working on assigned projects.
METHOD OF EVALUATION: attendance of all classes, two major projects, participation in exhibit
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: first seniors, then junior, soph, first years
COST PER STUDENT: $250
MEETING TIME: 1-3 p.m., MWF
INSTRUCTOR: Debra Rogers-Gillig

Debra Rogers-Gillig, one of the top quilters in New England, has been quilting for over 35 years, and teaching classes and coordinating shows and exhibits for 30 years. She has received numerous prizes and awards from quilt shows in New York and New England and been published in quilt magazines.

PSYC 16 The Prisoner
The US criminal justice system makes thousands of life-changing decisions every day. How does it work? How could it be better? What does it do to prisoners? What is the point of prison? We will address these large questions by asking more questions. Is the death penalty effective? Why are so many people incarcerated in the US? What are the major problems in our criminal justice system: racial/ethnic bias? inaccurate eyewitness testimony and false confession? torture and abuse? outdated legal procedures? juries? perverse incentives for prosecutors, police, judges, etc? What is prison like? What effect does solitary confinement have? What do we want prison to accomplish (prevent future crime? punishment?)? What does it actually accomplish? Are there more effective ways of preventing recidivism (e.g., swift and sure punishment)? What happens when an innocent person is incarcerated and an effort is made to set them free? What is life like after prison? The students in this class will be the conductors. Students will lead discussions and help choose the readings/videos/podcasts etc. Student will be expected to do a couple of hours of homework per day. In addition to class discussion, students will pick a specific question in consultation with the professor and write a 10-page paper about it.
METHOD OF EVALUATION: 10-page final paper
PREREQUISITES: none
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: randomly
COST PER STUDENT: $40
MEETING TIME: mornings
INSTRUCTOR: Nate Kornell

PSYC 18 Knocking on Heaven's Door: Thanatology 101
Of the two great themes that people of all cultures have reflected upon since the dawn of time, Love and Death, the latter has only been recently addressed in undergraduate curriculum. In this important and ground-breaking program we will attend to central issues dealing with what it is to be aware of our mortality; the experiences of dying people; the power and consequences of death denial and death phobia in our culture; the nature of grief and its manifestations; suicide as a choice or an act of desperation; ailing relatives and their care-givers; end-of-life decision-making at any age; and how the health care system does or does not meet our needs. We will explore the "death system" found in our community and hear from active participants in this system, from the police to the EMT (Emergency Medical Technicians). We will draw from literature, documentary, psychology, philosophy, religion, ethics, and the law. We will have a field trip to a local funeral home. We will contemplate how the fact of our impermanence informs our living. We will meet twice a week, Tuesday and Thursday, 1 - 3:50.
METHOD OF EVALUATION: evaluation will be based on class participation and a final project to be presented to the class
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: preference will be given to students who have a special interest in or experience with death and dying
COST PER STUDENT: $30 - $40
MEETING TIME: afternoons
INSTRUCTOR: Deborah Golden Alecson:

Deborah Golden Alecson, M.S., is a thanatologist and author who teaches, lectures, and writes about death, dying and bereavement. Her books include \"We Are So Lightly Here: A Story about Conscious Dying" (IntoPrint Publishing, 2014), \"Lost Lullaby" (IntoPrint Publishing, 2014), and "Complicated Grief: A Collection of Poems" (Finishing Line Press, 2014).

PSYC 31 Senior Thesis
To be taken by students registered for Psychology 493-494.
S. Fein

RELIGION

REL 11 Zen Buddhism
This course is designed to provide students with an intensive experience in the study and practice of Zen Buddhism. The explosive growth in communication technology is one of many factors that has people searching for ways to stay grounded and to live lives of purpose. This course will teach students how to find and keep their center ground as they go through the everyday activities of living. They will learn how to breathe properly, something neglected in Western cultures for the most part but well known in the East. The practice of abdominal breathing, in turn, makes it easier to get one's attention into the area of the abdomen known as the tanden(J.) or tan t'ien(C.). Proficiency in doing this provides the centering or grounding that many people wish for without knowing clearly how to achieve it. Students will also encounter the fact that deep spiritual truth cannot be accessed through the intellect. The writings studied and the meditation methods practiced are designed to help students make contact with the foundation of life itself, something greatly facilitated by shifting one's attention or consciousness to the tanden. As Matija B.,'15,said in his discussion prompt for the Buddhist Meditation and Discussion Group, "It is necessary to study and it is necessary to practice. There is no way around it." This course is based on the understanding he described so well.
Ideally, the class will have at least 4 and no more than 15 attendees. We shall meet each day from Monday through Friday from 9am to noon. After morning tea will come chanting practice followed by at least 2 twenty minute periods of zazen (meditation). Both koan study and sutra study will take place. Three koans a week will be examined carefully and discussed. Zen Comments on the Mumonkan by Zenkei Shibayama will be the main text. The students will be asked to write a paragraph or two expressing their sense of the koan. Sutra study will focus on The Diamond Sutra, one of the classic texts favored by the zen school. Periods of zazen will take place during and after the study sections. There may also be time devoted to the practice and study of the zen arts, particularly calligraphy and tea ceremony. Other auxiliary readings will provide exposure to such influential teachers as D.T. Suzuki, Yasutani Roshi, and Red Pine. The students will keep a journal in which they will document their experiences and reflections as they study and practice shifting the center of consciousness to the tanden. At the end of the month they will write a one to two page paper expressing their final thoughts on their experience. The climax of this course will be a two day retreat in the style of a traditional Japanese sesshin. At some suitable location, the students will follow a sesshin schedule from 5am - 9pm.The retreat will be a silent one and will feature listening to an actual talk given on such a retreat by my teacher, Joshu Sasaki, Roshi. Students will be able to provide feedback and suggest program implementations as the course proceeds.
Taking such a course in January 1970, led by Professor John Eusden, was a major turning point in my life and I should very much like to provide such an opportunity to today's Williams' students. My begging bowl is out, and this monk is asking for a chance to make this a part of next year's WSP.
COST TO STUDENT: $40 plus $25-200 depending on the venue for the retreat
INSTRUCTOR: Jim Gordon '62

Williams College, class of 1962.Then, Harvard Medical School and 36 years in practice as a physician. After a few years as an internist came many years as a consultation psychiatrist working in general hospitals with a focus on seriously and terminally ill patients. Zen training began in 1970 and has been continued vigorously for 45 years, 7 studying with Soen Nakagawa, Roshi, and 38 studying with Joshu Sasaki, Roshi. In 2001, I was ordained as a Buddhist monk. This long intense training allows me to provide the students with an authentic practice opportunity. The Buddhist practice/study group that I have been leading this semester has been well received by the students, and I have little doubt that the same would be true for this WSP course.

REL 25 Encountering the Sacred and its Forms in Buddhist in Hindu South Indian Communities (Same as GBST 25)
Prior to Winter Study during the fall semester, students are expected to meet several times for orientation meetings and visual drawing and community art project preparation. Over Winter Break, students will be expected to complete assigned readings, begin their sketchbooks, and write a brief paper that investigates concepts of the sacred geography at home. During the trip, students will engage is experiential learning through observation, yoga asana practice and meditation, lecture/discussion from traditional and modern scholars, leading art-making projects with local schools and social service communities, and through visual and written journal reflections. DRAWING PRACTICE: Students will receive instruction in drawing with graphite, pen and ink, and water-based color (watercolor and gouache). Students will have a minimum of two studio classes prior to leaving for India where they will learn basic techniques and handling of the materials. We will focus on capturing quick impressions as well as developing detailed studies that include gradations and color. We will be practicing observational drawing while working with themes that help students develop a visual language in which to describe form as they experience it. For example they will do a series of 360 A5 drawings before leaving "home" that describes their experience of the horizon line with its horizontals, verticals and familiar architectural and arboreal silhouettes. Once in India we will again do a series of horizon drawings in places that we find ourselves, and this will help us understand the degree to which this experience of horizon-even as it is foreign and mysterious to us- is common and familiar to the people we are meeting. We will be exploring religious iconography and symbolisms, the concept of boundaries, patterning, color relationships, and flatness vs volumetric space. We will draw from paintings, sculpture, and architecture in the context of landscape, and where appropriate- we will work interactively with drawing people. We will have extra materials and will welcome the participation of community members and those who express an interest to join us and learn with us. Students will be expected to complete two pages daily in their sketchbooks; it can be a combination of visual documentation and writing. They will also be expected to participate in several drawing sessions per week where they receive instruction and sketchbook assignments. Once a week where we critique the work with a focus on a conceptual point of view: What are the relationships and ideas that inspire them to draw? How do those ideas take on visual form, and how do they "function" as documentation of experience and/or a means of communication to the viewer. The fundamental question when traveling as an artist is realizing that you are not so much making a work about a place or a person but rather you make the work about your experience of that place, person. In the case of iconography, we will be exploring the strangeness of style and the evolution of forms, helping us better understand what we observe. In this way we hope to gain insight into the sacred and subtle meanings behind these forms.

KINESTHETIC YOGA ASANAS AND MEDITATION:
The yoga asana practice allows students to bring awareness to their bodies in the midst of intense intercultural experiences. In this way the yoga asana practice enacts the sacred, namely awareness and presence, taking form in the lived experience of the body. Each asana session takes a timely theme from our course, such as one of the five elements so important in Buddhist and Shaiva practices, and weaves this theme into the physicality of asana practice itself, providing a kinesthetic mode of learning and knowing. We will also practice asana and pranayama (breathing) related to the sacred geography of the body such as chakras. Our yoga classes with H.S. Arun in the will allow the opportunity to practice asana as a way to embody the sacred as taught and practiced in the Iyengar tradition. H.S. Arun is highly skilled at teaching all levels of student and is able to teach in English and connect to our young people. Iyengar Yoga is known for its conscious alignment to build awareness of the physical body, breath, organs, and subtle body. Attending public yoga asana classes allows us to participate in local life with a shared purpose. In addition to asana practice, students will learn to meditate. We will practice meditation daily.

ACADEMIC LECTURES:
Prof George Dreyfus will give an orientation to the Tibetan community in India and the Monastic life. Over the course of six days that we will be at Sera Je monastery we will receive teachings for 1 Â½ hours daily from our monastic teacher on Lam Rim (Stages of the Path). Topics include: Four noble truths, impermanence, calm abiding and insight meditation, aspiration to awaken for the sake of others, philosophical view of emptiness and dependent arising, iconography and symbolism. These talks provide the context for understanding the religious art we will be looking at, as well as philosophical views of

how ultimacy and form can be compatible. Our teacher will instruct us in the traditional conceptions of geography, how it functions in ritual life as offerings, the significance of the four directions, the symbolism of colors, iconography of deities and mandalas and explain how they function for the practitioners. Professor Dreyfus will provide informal talks and host discussion sessions between the monks and the students in the evenings. In Chidambaram, our priests and familiar devotees will explain how the temple is a representation of the human body, and how it functions as a heart for the whole world.

COMMUNITY CONNECTION:
Our hosts have encouraged us to develop and bring interactive art projects to engage the communities we visit. On our last trip, we spent time with a number of communities at each of our location. Sera Monastery is unique among the Tibetan monasteries in exile to offer modern schooling to the monks. Our students spent several sessions in their school supporting the young monks in their study of English. We also spent time at a Tibetan retirement home, the monastic school, home for brain damaged children, and a health clinic. At Chidambaram, we had multiple encounters with the temple priests, their families and Indian patrons. We also visited a local school where we interacted with local children. In preparation for these community visits, we will develop several participatory visual projects such as painted fabric banners. We can create these with the community members, and leave them as gifts.

Primary Texts: *The Path to Enlightenment* by The Dalai Lama, tr. Glenn H. Mullin. (The current Dalai Lama's commentary on the Lam Rim, or Stages of the Path, of the Third Dalai Lama); *Darshan: Seeing the Divine Image in India* by Diana Eck Course Packet. Recommended: *Light on Yoga* by BKS Iyengar; *Tibetan Buddhism: A Very Short Introduction* by Matthew Kapstein; *Foundations of Buddhism* by Rupert Gethin; *Art of Enlightenment: A Perspective of the Sacred Art of Tibet* by Yeshe De Project, Dharma Publishing; *Buddhism: A Very Short Introduction* by D Keown (available online); *The Home of the Dancing Sivan: The Traditions of the Hindu Temple in Chitamparam* by Paul Younger; *The Dance of Siva: Religion, Art and Poetry in South India* by David Smith.
PREREQUISITES: none but some experience in drawing is suggested.
METHOD OF EVALUATION: five-page paper; exhibition of drawings and sketchbooks; asana demonstration.
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: Applications, Interviews, and Seniority
COST PER STUDENT: $3180 plus approx $400 out of pocket
PRELIMINARY ITINERARY:
Preparatory Meetings on Campus in the Fall Semester
Jan 4-5 Travel Williamstown-NYC-Bangalore-Sera Je Monastery
Jan 6-12 Sera Je Monastery:
Jan 13-17 Bangalore and Bellur
Jan 18 Overnight train Bangalore to Chennai Jan 19-27 Tamil Nadu and Chidambaram Temple Jan 28 Transit: Chennai- NYC - Williamstown Follow Up on Campus early in the Spring Semester
INSTRUCTORS: Georges Dreyfus, Natasha Judson and Julia Morgan-Leamon

REL 26 Explorations in Solidarity: Stories of Struggle, Resilience and Hope in Nicaragua

This course will explore the lived realities of the hemisphere's second most impoverished nation, and the relevance of faith and religious community to the continuing struggle for social justice. Students will reflect on these realities in the company of subsistence farmers, urban factory laborers, and leaders of grassroots organizations working for social change. The effects of free trade policies (CAFTA and FTAA) in an increasingly globalized economy, natural disasters, and the changeable attentions of the developed world will be explored, along with other influences - Christian, Marxist and neo-Liberal - on the material and spiritual well-being of Nicaraguan people. In particular, the course will explore ways in which the paradigms of liberation theology and the base Christian community movement have shaped some Nicaraguans' views of the economic system and the natural environment in which they live, and some of their traditional folkloric and contemporary artistic responses to it.
Nicaragua offers a unique lens through which to view the culture and influence of the U.S. in this hemisphere, as well as the daily struggles, the dignity, and the hope of some of its most marginalized citizens. The experience of the course will include approximately ten days of living (with minimal amenities) with families in a subsistence farming community. Students will also attend a number of Christian religious services, and take part in dialogues with communities in which liberation theology shapes perspectives and daily choices. (The course is open to students of any religious background or no affiliation.) And for a portion of the course we will be joined in the experience of the course by Nicaraguan peers who are involved in youth empowerment movements or in the midst of university education. Travels in Nicaragua will be organized by the staff of the Escuela AsociaciÃ#n Kairos para la FormaciÃ#n, an NGO that facilitates educational programs and fosters faith-based partnerships for communities in North America and Nicaragua. Throughout, students will be invited to accompany our Nicaraguan hosts as they live their daily lives, and to reflect on their own identities and assumptions as North American college students. The goal is to explore the relevance of religious community to the possibilities for restorative justice, and to discover what it would mean to shape a relationship with the people of Nicaragua according to a paradigm of solidarity - in contrast to the more familiar paradigms of charity and national self-interest.
The course will begin in Williamstown with several days of background reading (Nicaraguan history, liberation theology and current political and economic reporting), writing, and orientation. Once in Nicaragua there will be daily reflection sessions, in preparation for which students will keep a detailed personal journal. Other requirements include attendance at several orientation sessions during the latter weeks of the fall semester; participation in a group oral presentation to the Williams community upon return; and a final integrative 10-page paper. As in years past, in order to get the maximum benefit from the opportunity to live among the Nicaraguans, the course will continue into the first 2 or 3 days of â€oeDead Weekâ€ ; students will return to Williamstown on Sunday, January 31.
Conversational knowledge of Spanish is, of course, helpful; but we will be accompanied by several translators who will help to to make the experience accessible to a limited number of non-Spanish speakers as well. Willingness to live in physically demanding situations is essential. By present estimates, the cost of the trip to each student (including all food, lodging, round-trip travel between Williamstown and Managua, all in-country transportation and fees) will be approximately $3,200. Students are individually responsible for the cost of travel to Williamstown at the beginning of WSP for pre-travel orientation.
PREREQUISITES: none. Spanish is helpful, but AKF translators have made it possible to include at least 1 or 2 non-speakers.
METHOD OF EVALUATION:10-page paper, public group presentation
ENROLLMENT LIMIT: 12
METHOD OF SELECTION: on the basis of interviews and written personal statements allowing me to assemble the most effective learning community.
COST PER STUDENT: $3,200
ITINERARY: Jan. 4-6 - on-campus orientation Jan. 7 - travel to Nicaragua [all dates from here on are tentative at this point - though based on past years' experience] Jan. 8-11 - orientation, historical and economic overview and preliminary explorations in Managua, staying at AKF center Jan. 12-20 - first home stay (specific community to be determined over the next several months) Jan. 21 - travel Jan. 21-23 - second home stay Jan. 23-25 - retreat (at Poneloya on the Pacific coast) Jan. 26-28 - Matagalpa (focus on coffee cooperatives and fair trade) Jan. 29-30 - return to Managua for final reflection and evaluation Jan. 31 - return to U.S.
INSTRUCTOR: Richard Spalding

REL 30 Senior Projects

An advanced course for Senior Religion majors (who are not writing theses) to further develop their senior seminar paper into a polished 25 page research paper (which will also be the focus of a brown-bag presentation during the Spring semester). The course will help the students with general research methods, workshopping, paper writing, and presentation practice.
METHOD OF EVALUATION: polished 25 page paper
PREREQUISITES: Senior Religion Majors only
ENROLLMENT LIMIT:
METHOD OF SELECTION:
INSTRUCTOR: Jason Josephson

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 11 Audible Imagination: Exploring Sound Across the Arts (Same as ARTS 11)

This is a course about sound and its relationship to the visual arts, technology and the environment. We focus on sound art, an interdisciplinary movement that emerged from twentieth-century avant-garde movements. The chief purpose of this course is practical: artists and non-artists will be invited to test the boundaries between art and everyday life, between seeing and hearing, and between noise and music. The first week reviews the fundamentals of sound production: how to make your own microphones, how to record, and how to use basic production software. In the second week, you'll apply these production techniques in a project of your own design. In the final week, you'll share your final project with professional sound artists who will visit and perform in our classroom. Class meets twice a week for three hours. Work for the course includes readings (Cage, Oliveros, Schwitters, Westerkamp), weekly online postings to the course blog, two short projects, and final sound project.
METHOD OF EVALUATION: five online posts, two short projects, and a final sound project
PREREQUISITES: none; all are welcome!
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: preference to Romance Language/Comp Lit. majors; students in theatre, dance, and studio art
COST PER STUDENT: $75 for materials
MEETING TIME: afternoons
INSTRUCTOR: Matthew Anderson

Matt Anderson is a multimedia artist who has worked in sound, performance, and installation since 1993. He studied at the Studio for Interrelated Media at the Massachusetts College of Art and has exhibited and performed in venues including the Centre for Contemporary Arts, Glasgow, UK; Theater am Ring, Villingen-Schwenningen, Germany; and Tmuna Theatre, Tel Aviv, Israel.

RLFR 14 Reading Texaco

In this course, we will read and analyze Patrick Chamoiseau's 400-page master novel, *Texaco*, which recounts the multiple stories and histories of a squatter community in Fort-de-France, Martinique. \"I wanted it to be sung somewhere, in the ears of future generations, that we had fought with City, not to conquer it (it was the City that gobbled us), but to conquer ourselves in the Creole unsaid which we had to name, in ourselves and for ourselves - until we came into our own" (390). Readings will be in French or English. *Discussion in English. Open to non-speakers of French.*
METHOD OF EVALUATION: 10-page analytical paper.
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: preference given to French and Africana studies majors/concentrators
COST PER STUDENT: $0
MEETING TIME: mornings
INSTRUCTOR: Kashia Pieprzak

RLFR 15 Maghrebin Film: From Independence to the Arab Spring (Same as ART 16)

This course will provide an overview of Maghrebin cinema, since its emergence following the end of colonial occupation. At their departure, the French left behind them a filmmaking model and infrastructure, originally established for propaganda purposes, with film studios in Morocco and Tunisia, as well as a vast network of film clubs throughout the Maghreb. The effort to produce national films appeared slowly, initially with shorts. Our primary texts will focus on fiction films of diverse genres: the important societal themes therein treated will allow us to tackle key issues in Maghrebin life. Viewing films from all three countries will enable us to make comparative analyses between them. Special attention, however, will be given to Moroccan cinema; the vitality of its current production represents a remarkable turnaround from 25 years ago. Today, Morocco produces between 20 and 25 films a year, making it, after Egypt, the second-largest, film-producing country in Africa. We will consider and analyze the reasons behind the "Moroccan miracle," and we will discuss and evaluate the stakes in promoting a viable national cinema in the Maghreb. Most of these filmmakers who trained in Europe or in Russia are bi-nationals. But on the advent of the Arab Spring, Morocco has witnessed the opening of numerous film schools, thus paving the way for a truly autochthonous cinema. Finally, we will also consider the challenges of Maghrebin directors to exhibit their films, with the number of cinema theatres ever shrinking and the competition of bootleg dvds.
METHOD OF EVALUATION: 10-page paper
PREREQUISITES: none
ENROLLMENT LIMIT: ??
METHOD OF SELECTION: ??
COST PER STUDENT: $ 200
MEETING TIME: afternoons
INSTRUCTOR: Sally Shafto

Sally Shafto is a film scholar, a specialist of French and Maghrebin Film. In Morocco where she has been teaching since 2010 she has been active in covering developments in the national cinema since the Arab Spring.

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 25 Borderlands, Migration and Indigenous Cultures in Chiapas, Mexico (Same as ARAB 25 and COMP 26)
See under ARAB for full description

RLSP 30 Honors Essay
To be taken by candidates for honors other than by thesis route.

RLSP 31 Senior Thesis
To be taken by students registered for Spanish 493-494.

RUSSIAN

RUSS S.P. Sustaining Program for Russian 101-102
Required of all students enrolled in Russian 101-102. Three meetings per week, 50 minutes per session. Practice in speaking and comprehension based on material already covered as well as some new vocabulary and constructions. Designed to maintain and enhance what was acquired during fall semester, using new approaches in a relaxed atmosphere. No homework.
Regular attendance and active participation required to earn a "Pass." Open to all.
Meeting time: mornings; 9-9:50 a.m.
TBA

RUSS 25 Williams in Georgia (Same as SPEC 24)
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.
PREREQUISITES: none; not open to first-year students
METHOD OF EVALUATION: 10-page paper
ENROLLMENT LIMIT: 8
METHOD FOR SELECTION: students are asked to submit a statement of interest, and interviews may be conducted
COST PER STUDENT: $2500
INSTRUCTOR: Darra Goldstein and Noah Coburn '02

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.

THEATRE

THEA 10 Life of Pie
From the origins of "four and twenty blackbirds baked in a pie" in the entremets entertainments of medieval banquets, to the iconic Christmas table as set with mincemeat pies by Charles Dickens, this particular foodstuff has a storied history and potent symbolism-especially in the British and American consciousness. This course will trace the development of this ancient foodstuff using Janet Clarkson's *Pie: A Global History*, supplemented by other historical and cultural readings. Paired with this we will examine how the pie has been represented artistically, from the critique "American as mom and apple pie" establishment culture in Gary Ross's film Pleasantville, to the cannibalism of the meat pies in Stephen Sondheim's *Sweeney Todd* and Shakespeare's *Coriolanus*.
But primarily we will bake pies. Lots of pies: sweet and savory, all from scratch. We will learn the basics of making pastry crusts, filling preparation, assembly, decoration, baking and final presentation. Students will be expected to document their process-and the resulting pies-on a class blog. Recipes used will draw inspiration from history, novels and film, culminating in a banquet of sweet and savory pies at which we will show off our baking prowess to friends and colleagues.
Class will meet in the afternoons, 6-9 hours/week for discussion, kitchen sessions, and food tasting. An additional 8-12 hours/week of work outside of class should be expected, to include reading, film watching, and food preparation.
METHOD OF EVALUATION: students will be evaluated on overall class participation, homework, and involvement in the planning and execution of the final banquet during the last week of the course
PREREQUISITES: no prior cooking experience is necessary, though some knowledge is helpful and a desire to learn is mandatory
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: if overenrolled, selection will be based on a short essay and background
COST PER STUDENT: approximately $150 for books and reading packets, cooking supplies and ingredients
MEETING TIME: afternoons
INSTRUCTOR: David Gurcay-Morris

THEA 12 Revision in Theatre: Princess Ivona
In this course students will have the opportunity to work as an ensemble on the revival of "Princess Ivona." After a successful production of the play at Williams, the cast (including both former members as well as newcomers) will prepare a version of the show to be presented in New York City. Students will refine their skills in the reparatory style by developing their characters and adjusting their work to a new venue. The class includes discussions, rehearsals, research, and theatrical exploration in a rehearsal room at Williams. When the class concludes the show will be rehearsed with tech and performed in the city. This theatrical experience provides students with an opportunity to share their talents beyond the college and engage with the professional environment of the theatre district.
METHOD OF EVALUATION: final presentation
PREREQUISITES: preference given to original cast members
ENROLLMENT LIMIT: 30
METHOD OF SELECTION: auditions and/or permission of instructor (auditions waived for previous cast members)
COST PER STUDENT: $300
MEETING TIME: other; detailed schedule of rehearsals TBD
INSTRUCTORS: Omar Sangar, Pablo Aran Gimeno and Jorge Puerta Armenta

Pablo Aran Gimeno and Jorge Puerta Armenta are dancers from the Tanztheater Wuppertal Pina Bausch, a German dance company founded in 1973 by Pina Bausch, and recognized as one of the most influential and prestigious companies in the world of performing arts. Their contribution as co-teachers will provide our students with a world-class experience in physical theatre. The collaboration between our students and these two remarkable choreographers in "Princess Ivona" at Williams proved to be very successful and our students expressed great enthusiasm and interest in continuing to work with Pablo and Jorge.
Bios:
Pablo Aran Gimeno: choreographer, dancer, and educator. A member of Pina Bausch Company. First achieved prominence in ballroom dance, gaining international acclaim in the 10-Dance style. Later he studied in Barcelona and Madrid, where he developed a deeper expertise in Contemporary Dance, Classical Dance, and Contact Improvisation through his work at the Royal Conservatory.
Jorge Puerta Armenta: choreographer, dancer, and educator. Worked with the Folkwang Tanz Studio in Essen for seven months until he was asked to join Tanztheater Wuppertal Pina Bausch. Jorge has created numerous dance and theatre works internationally including: At 17 Centimeters (Germany, 2013), The Silence Falls From the Trees (Colombia, 2012), Nothing Unusual (Germany, 2014), and Look (Germany, 2014).

THEA 15 Plays For The Festival And Beyond
In 2014, Mandy Greenfield assumed the artistic directorship of WTF. With a strong background in commissioning, developing and producing new plays, Mandy will be working with several living playwrights leading up to the Festival in 2016. Actress and teacher Jessica Hecht will oversee a developmental workshop of 2 scripts by playwrights actively working with WTF. These workshops will offer students the chance to act, direct and dramaturge in collaboration with the playwright and director. Jessica will begin the project with a 2 day acting workshop on the performer's role in the development of new plays. The class will then start work on the scripts with the guidance of the writer and a director. We will incorporate a 3 day trip to NYC where Mandy will teach the principles of producing and new play development from the vantage of a non profit artistic director. Students will see two new plays in the evenings and culminate in a reading of the 2 plays they've helped to develop. This project was initiated by Jessica at NYU where she teaches in the Experimental Theatre Wing and carried out on commissions for the Manhattan Theatre Club, The Public and the Vineyard with writers including Adam Rapp, Liz Flahive and Jenny Schwartz. The 2014-15 Winter Study offered a pilot of this project and it was wonderfully effective for the playwright and directors involved. Students will be expected to read both WTF plays and at least one other play from those writers in advance of the start date. Outside class, students will be required to rehearse scenes and read newly generated material. Acting in the final reading is not required but students must be open to reading in class. Jessica's work includes many Broadway plays including the upcoming Fiddler On The Roof , the new plays of Sarah Ruhl, Richard Greenberg and Diana Son, and the tv series Breaking Bad and Friends. Before joining WTF, Mandy was Artistic Producer of The Manhattan Theatre Club; she currently sits on the board of the Drama League and is a member of the Broadway League.
METHOD OF EVALUATION: full contribution to the performance/final presentation of at least one play as either an actor or a dramaturg
PREREQUISITES: 2 semesters of theatre - performance preferred but not required
ENROLLMENT LIMIT: 16
METHOD OF SELECTION: students screened through a letter of interest and resume
COST PER STUDENT: 300. (can be altered if too steep-will in no way exceed 300)- fee used for trip to NYC plays/housing/transport included
MEETING TIME: other; we will attempt to stick to an all day Monday (6 hr) seminar, 4 hours Tuesday beginning at 10 am. NYC will likely be Sunday to Tuesday the final week (Jan. 24-26).
INSTRUCTOR: Jessica Hecht

Jessica Hecht is a Tony award nominated actress known for originating characters in several new plays on Broadway and off. She teaches at NYU Tisch School of the Arts and this summer will spend her 9th season at the Williamstown Theatre Festival

THEA 32 Senior Honors Thesis
See description of Degree with Honors in Theatre.

WOMEN'S, GENDER AND SEXUALITY STUDIES

WGSS 13 Germs, Aliens, and Zombies: Imagining Apocalypse in Film and Literature (Same as AMST 13 and ANTH 13)
See under ANTH for full description

WGSS 16 Feminism(s) on Campus: Where are We Now? (Same as ENGL 16)
See under ENGL for full description

WGSS 25 Creating Social Enterprises with Marginalized Ugandan Youth
I propose to build on the success of a series of WSP trips to Uganda that have worked with Ugandan youth and grassroots activists to build their capacity, and latterly to seed and continue to support small social enterprises. This time, as in 2015, I would like to take a relatively small group of 8 students and work with two Ugandan co-leaders instead of a co-leader from Williams College. As in 2015 our group will work in pairs with pairs of Ugandan youth to develop proposals for small businesses to be run as worker-owned partnerships within a network of support, and end by choosing two proposals to fund with start-up loans and provide with mentoring and support. As always, this work will be occur in a context of reflection and conversation about the challenges and possibilities of cross-cultural development work and work with marginalized populations.
These projects will build on the work I, in some cases with Jonathan Morgan-Leamon, justin adkins, Kenda Mutongi, and other US and UK-based co-leaders, have been doing since 2006. I have taken groups of students to Uganda, Senegal and Tanzania to do

capacity-building work in different ways with grassroots activists fighting HIV/AIDS, poverty, and marginalization of vulnerable groups. These trips give the Williams students exposure to a variety of experiences, including the chance to learn about activism and about the lives of HIV positive youth in resource-poor settings, by living and working alongside them, as well as the opportunity to develop teaching plans, conduct lessons, and partner on a significant project in a cross-cultural setting. The trips typically use a "˜train the trainers" approach to strengthen the capacity of local activists not only to use skills such as video and computer competence -- up to and including website development -- in their own work, but to teach those skills to other youth in their community and work together to build continuing networks of support. In Uganda we have now built a network of youth, supporting them with trainings and material resources to create their own computer training centers, internet cafes, and other kinds of small social enterprises.
In 2015 we shifted our focus from teaching computer skills to incubating small businesses to be run as partnerships by pairs of marginalized youth. We spent a week all together in Kampala doing a small business training. Then the Williams students worked in pairs with pairs of Ugandan youth to create proposals for new businesses. Some of these small groups stayed in Kampala with me, others moved to the home locations of their Ugandan partners along with an older Ugandan co-leader. In the final week we regrouped. After everyone presented their proposals we chose two to fund with a zero-interest startup loan. We also identified mentors to continue to work with the fledgling businesses after our departure. In 2016 we want to follow the same model, building on and strengthening what we have created.
This approach comes from the realization that grassroots activism is usually done most effectively by those who live inside the community in question and are themselves intimately affected by the issues. When it comes to HIV Uganda now has a generation of youth who have grown up with the virus, including many who were born HIV+ and have reached adulthood thanks to the availability of antiretroviral drugs. 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 positive youth make extraordinary activists. Yet many of them find themselves isolated and stigmatized, unable to disclose their status to friends, colleagues or teachers, or find support from other youth in similar situations. Other groups of youth find themselves marginalized because of their sexual orientation or gender expression: these young people are often thrown out of families, schooling, and employment and left few alternatives to sex work and chaotic, unstable living situations, putting them at high risk for HIV.
When these affected actors become activists they can be very powerful, but given their marginal economic status they are usually extremely dependent on outside funding. Without that they lack the resources even to take public transport to attend meetings or go out into the community to do sensitization or advocacy. Their activist work becomes dependent on funding cycles and the whims and fashions of the donor community, a dependency that can spawn jealousy, distrust and corruption among youth who need to work together. The idea we are now working with, then, is to collaborate with these youth to create a network of small social enterprises that train the activists in income-generating skills, empower them to work together more effectively in small groups, and use some of that income to fund their own continuing activism.
We will be continuing to work with three national networks based in Kampala, as well as a number of small grassroots groups, to identify the young activists who will work with us to develop business proposals. These dynamic nationwide networks work to empower, do advocacy, and build the capacity of small grassroots organizations across Uganda. The benefit of working with such networks as well as my other local contacts is that they give us great flexibility in responding to last-minute contingencies. If events inside or near Uganda make a particular planned destination unsuitable, we are able to respond up until the late fall by changing location.
Kiaran Honderich is a lecturer in Women's, Gender and Sexuality Studies and has taken numerous travel WSP classes to Senegal, Tanzania and Uganda to do capacity building work with grassroots activists. Proscovia Namakula is the National Coordinator of the Global Coalition of Women against AIDS in Uganda, and a lecturer at Kampala International University. Henry Kizito is the Executive Director of Kafophan Kalangala, a dynamic grassroots group fighting HIV on the Ssese Islands of Lake Victoria.
Below is the list of readings in the 2015 WSP reading packet:
General
Luganda Phrasebook
Philip Curtin et al, "Political Culture and Political Economy in Early East Africa" Graham Connah, "Bananas and Cattle" Marq de Villiers and Sheila Hirtle, "The Baganda Kings"
HIV/AIDS
Helen Epstein, "God and the Fight Against AIDS" Parliament of Uganda, "New HIV Prevalence Rates Alarming" Shanti Parikh, "Going Public: Modern Wives, Men's Infidelity, and Marriage in East- Central Uganda" Population Council, "Special Needs of in-School HIV+ Young People in Uganda" Population Council et al, "Sexual and Reproductive Health Needs of Adolescents Perinatally Infected with HIV in Uganda" Reuters, "World Bank Reassesses Uganda Aid After Graft Allegations"
LGBTQ
Kapya John Kaoma, "Colonizing African Values" Sylvia Tamale, "A Human Rights Impact Assessment of the Ugandan Anti- Homosexuality Bill, 2009"
Cooperatives
Jessica Gordon Nembhard, "Collective Courage: A History of African American Cooperative Economic Thought and Practice", Introduction Herment Mrema, "Uganda: Starting All Over Again" "" from Cooperating Out of Poverty.
PREREQUISITES: none
METHOD OF EVALUATION: 10-page paper, participation throughout
ENROLLMENT LIMIT: 8
METHOD FOR SELECTION: application form and interview
COST PER STUDENT: $3856
INSTRUCTOR: Kiaran Honderich

WGSS 30 Honors Project
To be taken by candidates for honors other than by thesis route.

SPECIALS

SPEC 11 Science for Kids (Same as CHEM 11)
See under CHEM for full description

SPEC 16 Addiction Studies and Diagnosis (Same as PHLH 17)
See under PHLH for full description

SPEC 17 Entrepreneurship and Building a High Performing Organization
The course will focus on entrepreneurship and the critical success factors for building rapidly growing and high-performing organizations that are built to last. Students will meet in class for 8 hours/week and do significant development of their own program outside of class. There will be an emphasis on the process of building an organization from concept to delivery, with study of success stories and cautionary tales. Key elements of the curriculum will include market research, strategic
planning, project planning, employee selection, performance management, as well as process design and improvement. Development of the skills necessary to build a program will be the focal point.
METHOD OF EVALUATION: final project--development of student's own high performing organization.
PREREQUISITES: none
ENROLLMENT LIMIT: 20
METHOD OF SELECTION: email application
COST PER STUDENT: 0
MEETING TIME: other
INSTRUCTOR: Dan WalshDan Walsh is a serial entrepreneur who has started and successfully built a number of successful companies in the technology, technology services and nonprofit industries. Each of the companies that Dan has founded and led, including Darwin Partners, the Stowe Group, and Front Four, have scaled from pure start-ups to large scale national providers of technology services, employing hundreds of employees and collectively serving more than 200 of the Fortune 500 hundred companies across the U.S.

SPEC 18 Why Liberal Arts? A Gateway to Career Discovery
Career exploration for students pursuing a liberal arts course of study must understand how their academic work links to post graduate opportunity. It is not a simple matter of asking "What can I do with a major in _____?" Rather, it is a complex understanding of how a liberal course of study can lead to any pursuit once a goal is well defined. Translating the value of the liberal arts experience to real world applications is a skill that must be learned. This course aims to help instruct students to be skilled translators. The course will be a general introduction to the career discovery process, to include self-assessment exercises, instruction on researching career options, practice in resume and cover letter writing, mock interviews, networking assignments, professional etiquette training, and presentation skills. Guest speakers will be invited to present on key topics of
etiquette, assessment, and presentation skills. The course will include classroom presentations on concepts critical to the student's discovery of potential career paths. By the end of the course, the student will have created a personal profile, a professional resume, five networking sessions, and applications to several internships or post-grad job opportunities, and will have a thorough understanding of the resources available to him/her at Williams to continue the process once the course is completed. The student will also have a nuanced understanding of how well their liberal arts course of study fits into the world of work.
METHOD OF EVALUATION: 5-page paper, completion of assignments throughout course (resume, self-assessments, networking notes)
PREREQUISITES: none
ENROLLMENT LIMIT: 50
METHOD OF SELECTION: preference will be given to first-year students
COST PER STUDENT: 0
MEETING TIME: mornings
INSTRUCTOR: Mike O'ConnorMike O'Connor is Director of the Career Discovery Program

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 Monday evening programs. Students will meet from 6:00-8 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 late September. 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. Instructors: Steven Anisman, M.D.; Childsy Art, M.D.; Deborah August, M.D.; Trevor Bayliss, M.D.; Jonathan Cluett, M.D.; Lee Delaney, D.V.M.; Marianne Demarco, M.D.; Michael DiSiena. D.O.; Paul Donovan, M.D.; Simon Drew, M.D.; Stuart Duboff, M.D.; Lixia Ellis, M.D.; David Elpern, M.D.; Christian Galvez, M.D.; Wade Gebara, M.D.; David Gorson, M.D.; Anping Han, MD.; Deborah Henley, M.D.; Eric Holmgren, D.D.S./M.D.; Orion Howard, M.D.; Laura Jones, D.V.M.; Joshua Kleederman, D.M.D.; Kristin LaMontagne, M.D.; William Levy, M.D.; Joan Lister, M.D.; Marian Madden, M.D.; Marie Madsen, D.O.; Tony Makdisi, M.D.; Rebecca Mattson, D.V.M.; Mark McDermott, M.D.; Ronald Mensh, M.D.; Graham Moore, M.D.; Charles O'Neill, M.D.; Judy Orton, M.D.; Malcolm Paine, M.D.; Daniel Perregaux, M.D.; Fernando Ponce, M.D.; Daniel Robbins, M.D.; Oscar Rodriguez, M.D.; Scott Rogge, M.D.; Paul Rosenthal, M.D.; Themarge Small, M.D.; Ann Marie Swann, M.D.;.; Elizabeth Warner, M.D.; Elizabeth Whateley, 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.
ADJUNCT INSTRUCTOR: JANE CARY, Health Professions Advisor

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.
Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization and this hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student write a thorough report evaluating and interpreting the experience.
METHOD OF EVALUATION: It is expected that students will complete assigned readings, keep a daily journal, and write a 5-10 page expository review and evaluation

that will become public record as a resource for other students. 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 Career Center staff to go over the details of their placements.
ENROLLMENT LIMIT: Enrollment is limited by the number of available teaching associates (instructors).
METHOD OF SELECTION: Placements will be determined by the individual alum or parent sponsor based on application and possible telephone interview.
MEETING TIME: each student will be in the field to observe some aspect of the profession five days per week, at least 6 hours per day.
COST PER STUDENT: 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.
INSTRUCTOR: Dawn Dellea, Manager of Alumni and Parent Engagement Programs

SPEC 24 Williams in Georgia (Same as RUSS 25)
See under RUSS for full description

SPEC 25 The Food Workforce: Learning and Labor in the Vermont Food System
This course of the Zilkha Center will meet twice prior to leaving campus and twice following the return to campus. The residency at Green Mountain Girls Farm will last one week, from Monday January 18th Monday January 25th. Students will write one two-page paper detailing their understanding of course themes and expectations for the course prior to departure. While at the farm, students will research and present individual projects. These projects may be presented in media other than writing, and creative approaches will be encouraged. Students will submit a second two-page paper reflecting on their experience upon returning to Williams.
Students will complete all course readings prior to departure. Readings focus on food systems, the food system workforce, and the impact of those workers and state policies on local Vermont economies.
Green Mountain Girls Farm is uniquely positioned to offer the facilities and raw ingredients to make the food production and preparation part of this course design possible. Guest lecturers and visits to other sites will be used to teach about the political and business practices that form the Farm-to-Plate initiative.
PREREQUISITES: none
METHOD OF EVALUATION: Two 2-page papers and one research project with presentation.
ENROLLMENT LIMIT: 9
METHOD OF SELECTION: Students with a demonstrated interest in agriculture, food production, and labor issues, and food policy will be given preference. This interest can be demonstrated in terms of work experience or coursework.
COST PER STUDENT: $1,081.36
ITINERARY: Monday, January 11: pre-departure meeting one Friday January 15: pre-departure meeting two Monday, January 18 to Monday, January 25: residency at farm Tuesday, January 26: post-departure meeting one Thursday January 28: post-departure meeting two
INSTRUCTORS: Mike A. Evans,Assistant Director Zilkha Center and Mari Omland `89

SPEC 27 Sustainable Agriculture at Caretaker Farm (Same as GERM 27)
Sustainable agriculture is not simply a method for growing vegetables, but rather the management of dozens of systems on a farm that lead to long term health. Caretaker Farm has been striving towards sustainability since the early 1970s. It was one of the first Community Supported Agriculture farms in the US and has evolved into a source of extraordinary produce, beauty, abundance, and profound community for over 270 families that visit the farm each week. Students will experience life on the farm and participate in the winter chores of animal care and winter vegetable production. Much of our time together will involve discussions on some of the systems that support the overall farm's health including renewable energy, winter growing techniques, crop planning, use of cover crops and other soil building practices, farm preservation and homesteading skills. There will be required reading assignments, required recordings, and a field trip to an urban homestead in Springfield, MA. Caretaker Farm is located 7 miles from Williams so transportation arrangements are required.
METHOD OF EVALUATION: evaluation will be based on a journal, two short essays, attendance, and participation
PREREQUISITES: none
ENROLLMENT LIMIT: 10
METHOD OF SELECTION: seniority
COST PER STUDENT: $50; students are expected to have appropriate outdoor gear for winter conditions
MEETING TIME: mornings
INSTRUCTORS: Don Zasada and Bridget Spann

Don Zasada, co-owner of Caretaker Farm, was the Director of Agriculture at The Food Project for 7 years before coming to farm in Williamstown in 2005. He has been a board member for Northeast Organic Farming Association(NOFA) of Massachusetts and presented workshops at a variety of institutions and organizations including Williams College, MCLA, NOFA Massachusetts, NOFA New York, NOFA Vermont, and the Pennsylvania Association of Sustainable Agriculture.
Bridget Spann, co-owner of Caretaker Farm, worked with the group of community members dedicated to preserving Caretaker Farm in perpetuity. This group finished its work with the farm transfer in 2006, and the successful Campaign for Caretaker Farm fundraising effort. She is in charge of food preservation, and planning educational and community events for Caretaker Farm. Bridget and Don also homeschool their two 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.
METHOD OF EVALUATION: evaluation will be based on a journal and a 5-page paper.
PREREQUISITES: sophomore, junior or senior standing; not open to first-year students.
ENROLLMENT LIMIT: 12.
COST PER STUDENT: $400.
MEETING TIME:off-campus fieldwork: daily 8:30 a.m.-3 p.m. and weekly seminar dinners.
INSTRUCTOR: TRACY FINNEGAN
Sponsor: WINTER STUDY COMMITTEE

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. After the tenth pottery making class meeting, all completed work will be biscuit-fired. The eleventh meeting will be devoted to glazing your biscuited 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.
METHOD OF EVALUATION: attendance at all class sessions and enthusiasm for learning the craft of pottery making.
PREREQUISITES: none; no opotterymaking experience necessary. *Enrollment limit: 9.*
COST PER STUDENT: $345 lab fee, plus makeup class fees ($52.00 per class) if applicable. No makeup class fee charged for excused absence.
Meeting times: mornings 9 AM-12:15 PM, plus one afternoon powerpoint slide presentation, and one final 1-hour critique session early in the spring semester at times to be arranged.
INSTRUCTOR: RAY BUB
SPONSOR: WINTER STUDY COMMITTEERay Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, 10 minutes north of the Williams College campus. All class meetings except the slide show take place at Oak Bluffs Cottage Pottery. Learn more about Ray Bub at www.raybub.com

SPEC 39 "Composing A Life:" Finding Success and Balance in Life After Williams
To be at Williams you have learned to be a successful student, but how do you learn to be successful in life? How will you define success in both your career and in your personal life? How will you achieve balance between the two? In short, what will constitute the "good life" for you? We borrow the concept of "composing a life" from Mary Catherine Bateson, as an apt metaphor for the ongoing process of defining success and balance in life. This course is designed: (1) To offer college students an opportunity to examine and define their beliefs, values, and assumptions about their future personal and professional lives before entering the "real" world; (2) To encourage students to gain a better understanding of how culture, ideology, and opportunity affect their life choices; (3) To provide an opportunity for students to consider different models of success and balance through "living cases" (in the form of guests from various professions and lifestyles); and (4) To aid students in contemplating their own 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.
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. Questions about the course: please contact Michele Moeller Chandler at (413) 822-1788 or michele.chandler2@gmail.com
METHOD OF EVALUATION: 10-page paper
PREREQUISITES: none
ENROLLMENT LIMIT: 15
METHOD OF SELECTION: preference to juniors and seniors
COST PER STUDENT: approximately $35-40 for reading materials and cases
MEETING TIME: mornings
ADJUNCT BIO: Michele Moeller Chandler (`73) and Chip Chandler (`72) have taught this Winter Study course for the past nineteen 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.
RESOURCES NEEDED: classroom with video/internet capability
INSTRUCTORS: Michele Moeller Chandler and Chip Chandler

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Ebenezer Fitch, D.D., 1793-1815
Zephaniah Swift Moore, D.D., 1815-1821
Edward Dorr Griffin, D.D., 1821-1836
Mark Hopkins, M.D., D.D., LL.D., 1836-1872
Paul Ansel Chadbourne, D.D., LL.D., 1872-1881
Franklin Carter, Ph.D., LL.D., 1881-1901
John Haskell Hewitt, LL.D., Acting President, 1901-1902
Henry Hopkins, D.D., LL.D., 1902-1908
Harry Augustus Garfield, L.H.D., LL.D., 1908-1934
Tyler Dennett, Ph.D., Litt.D., LL.D., 1934-1937
James Phinney Baxter, 3rd, Ph.D., Litt.D., L.H.D., D.Sc., LL.D., 1937-1961
John Edward Sawyer, M.A., LL.D., Litt.D., L.H.D., 1961-1973
John Wesley Chandler, Ph.D., LL.D., L.H.D., 1973-1985
Francis Christopher Oakley, Ph.D., L.H.D., Litt.D., LL.D., 1985-1993
Harry Charles Payne, Ph.D., Litt.D., LL.D., 1994-1999
Carl William Vogt, LL.B., LL.D., 1999-2000
Morton Owen Schapiro, M.A., Ph.D., LL.D., L.H.D., 2000-2009
William Gilson Wagner, B.Phil., D.Phil., Interim President, 2009-2010
Adam F. Falk, Ph.D., 2010-

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FACULTY 2015-2016

* On leave 2015-2016
* * On leave first semester
* * * On leave second semester
+Visitor first semester
+ +Visitor second semester

Aalberts,Daniel P., Physics Department
+Acha,Beverly D., Art Department
Adams,Colin C., Mathematics and Statistics
Adhami,Zaid, Religion Department
Adler Mandelbaum,Sara E., Economics Department
Albrecht,Jeannie R, Computer Science Department
Ali,Laylah, Art Department
Aliev,Baktygul, German and Russian Department
Allen,Kris, Music Department
++Allen,Sarah M., Comparative Literature Program
+Alvarez Millan,Cristina, Religion Department
Apotsos,Alex A., Geosciences Department
Apotsos,Michelle M., Art Department
App,Kevin M., Athletics Department
***Art,Henry W., Biology Department
Ashraf,Quamrul H., Economics Department
Bailey,Duane A., Computer Science Department
Baker-White,Robert E., Theatre Department
Bakija,Jon M., Economics Department
Balguerie,Valentine, Romance Languages Department
Banta,Lois M., Biology Department
Barber,Patrick S., Chemistry Department
+Barnes,Ashley C., English Department
Barrale,Alix H., Athletics Department
Barrale,Bill, Athletics Department
Barrett,Andrea, English Department
**Barry,Melissa J., Philosophy Department
Beaver,Donald deB., History of Science Department
Beck,Kirsten, Comparative Literature Program
Bell,Ilona D., English Department
Bell,Robert H., English Department
***Bell-Villada,Gene H., Romance Languages Department
Benedict,Ben, Art Department
Bernhardsson,Magnus T., History Department
+Best,Stephen, English Department
Bingemann,Dieter, Chemistry Department
Blackwood,Julie C., Mathematics and Statistics
*Blair,Jimmy A., Chemistry Department
Bloxam,Jennifer, Music Department
Bolton,Christopher A., Comparative Literature Program
Bolton,Sarah R., Physics Department
Bradburd,Ralph M., Economics Department
Braggs,Rashida K., Africana Studies
+Brakke,David, Religion Department
++Bravo,Janis E., Biology Department
Brothers,Deborah A., Theatre Department
Brown,Katherine A., Romance Languages Department
Brown,Leslie, History Department
Buell,Denise K., Religion Department
Burton,Sandra L., Dance Department
Campbell,Corinna S., Music Department
Caprio,Gerard, Economics Department
Carone,Benjamin R., Biology Department
Carone,Dawn M., Biology Department
Carter,Matt E., Biology Department
Case,Alison A., English Department
Cassiday,Julie A., German and Russian Department
+Cassuto,David N., Ctr-Environmental Studies
Catalano,Cosmo A., Theatre Department
Cepeda,Maria Elena, Latina/o Studies Program
Chandler,Chip, Leadership Studies Program
Chang,Cecilia, Asian Studies Department
Chang,Jinhwa, Asian Studies Department
Chao,Matthew, Economics Department
***Chapman,Jessica, History Department
Chavoya,C. Ondine, Art Department
++Childs,Lauren M., Mathematics and Statistics
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*Cohen,Phoebe A., Geosciences Department
Cone,Jeremy D., Psychology Department
Conforti,Michael P., Graduate Program-Art History
Cook,Mea S., Geosciences Department
Cowden,Margaux E., Women, Gender & Sexuality Stdy
Cox,Ronadh, Geosciences Department
Crane,George T., Political Science Department
Creighton,Marshall K., Athletics Department
Crowe,Justin, Political Science Department
Cruz,Joseph L., Philosophy Department
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Dankmeyer,Erica, Dance Department
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Das,Joanna Dee, Dance Department
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Dean,Derek, Biology Department
*Dekel,Edan, Classics Department
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Dethier,David P., Geosciences Department
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Engel,Alex C., Biology Department
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Epping,Ed, Art Department
Eqeiq,Amal, Comparative Literature Program
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Farwell,Pete, Athletics Department
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Feldman,Ronald L., Music Department
Filipczak,Zirka Z., Art Department
Fisher,Jessica M., English Department
**Fix,Stephen, English Department
Foias,Antonia E., Anthropology and Sociology
Ford,VaNatta S., Africana Studies
Forkey,Kevin R., Physics Department
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French,Jennifer L., Romance Languages Department
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Goh,Sarah L., Chemistry Department
Goldmakher,Leo, Mathematics and Statistics
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Goldstein,Darra J., German and Russian Department
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Granado,Alma M., Latina/o Studies Program
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Guowei,Wang, Music Department
Gurcay-Morris,David, Theatre Department
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++Hanson,Jim A., Economics Department
+Harrill,J. Albert, Religion Department
++Harrington,Nicole T., Psychology Department
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Haut,Kristen M., Psychology Department
Haxthausen,Mark, Art Department
He,Man, Asian Studies Department
***Heatherington,Laurie, Psychology Department
Hedreen,Guy M., Art Department
Heeringa,Brent A., Computer Science Department
***Heggeseth,Brianna C., Mathematics and Statistics
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Hillman,Josh D., Athletics Department
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Hoey,Nate D., Athletics Department
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Honderich,Kiaran, Women, Gender & Sexuality Stdy
Honecker,Scott D., Athletics Department
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Howe,Catherine N., Art Department
Howe,Nicolas C., Ctr-Environmental Studies
Huang,Vivian L., Women, Gender & Sexuality Stdy
Huguet,Joan C., Music Department
Israel,Jeffrey I., Religion Department
Jackall,Robert, Anthropology and Sociology
Jackson,Frank, Art Department
Jacobson,Sarah A., Economics Department
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Kieffer,Bruce, German and Russian Department
Kieffer,Elizabeth A., German and Russian Department
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Kleiner,John E., English Department
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**Kohut,Thomas A., History Department
Kolbert,Elizabeth, Ctr-Environmental Studies
Kone,Christophe A., German and Russian Department
Kornell,Nate, Psychology Department
+Kowalski,Julia L., Anthropology and Sociology
*Kubler,Cornelius C., Asian Studies Department
Kurkowicz,Joanna, Music Department
Kuster,Steven J., Athletics Department
Kuttner,Kenneth N., Economics Department
Kwitter,Karen B., Astronomy Department
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LaLumia,Sara, Economics Department
Lawrence,Edwin I., Music Department
Lebestky,Tim J., Biology Department
++Lee,Joel, Anthropology and Sociology
Lee,Seulghee, English Department
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Levine,Kelsey, Athletics Department
Levy,Zafi, Athletics Department
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Lewis,Scott A., Athletics Department
Li,Nini, Asian Studies Department
Limon,John K., English Department
Lindo,Haydee M., Mathematics and Statistics
Livingstone,Rob, Athletics Department
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Long,Gretchen, History Department
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Lovett Jr.,Charles M., Chemistry Department
Low,Peter D., Art Department
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Manigault-Bryant,Rhon S., Africana Studies
Manning,Patricia M., Athletics Department
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Moher,Mariko, Psychology Department
Montiel,Peter J., Economics Department
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Njoya,Nimu, Political Science Department
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Oehlrich,Kristen, Graduate Program-Art History
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Palsson,Eyvindur A., Mathematics and Statistics
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+Pedersen,Lori A., Mathematics and Statistics
Pedroni,Julie A., Philosophy Department
Pedroni,Peter L., Economics Department
Perez Velazquez,Ileana, Music Department
Perez,Elena, Art Department
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Phelan,Greg, Economics Department
Pieprzak,Katarzyna M., Romance Languages Department
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Roberts,Neil, Africana Studies
++Robin,Natalie, Theatre Department
Rodriguez,Mari, Art Department
Romero,Adam M., Ctr-Environmental Studies
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Royston,Reginold A., Africana Studies
**Rua,Merida, Latina/o Studies Program
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++Rulikova,Marketa, Anthropology and Sociology

Saint-Just,Sophie F., Romance Languages Department
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Sandstrom,Noah J., Psychology Department
Sangare,Omar A., Theatre Department
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++Sen,Arunava, Economics Department
Shaddock,Justin B., Philosophy Department
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***Shepard,James R., English Department
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***Sheppard,Stephen C., Economics Department
**Sheppard,W. Anthony, Music Department
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Shin,Heeryoon, Art Department
Shoffstall,Grant, Anthropology and Sociology
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Silva,Cesar E., Mathematics and Statistics
Simko,Christina, Anthropology and Sociology
++Simmons,Aishah Shahidah, Africana Studies
++Simpson,Marc A., Graduate Program-Art History
Singh,Kavita, Oakley Ctr for Human & Soc Sci
Singham,Shanti M., History Department
*Siniawer,Eiko Maruko, History Department
+Skinner,Anne R., Chemistry Department
Smalarz,Laura, Psychology Department
Smesko,Kyle W., Athletics Department
Smith,David C., Biology Department
***Smith,David L., English Department
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Solomon,Paul R., Psychology Department
Solum,Stefanie, Art Department
Souza,Steven P., Astronomy Department
*Spero,Patrick K., History Department
++Spindler,Fredrika I., Philosophy Department
+Steele,Kameron H., Theatre Department
Stevenson,Doris J., Music Department
Stoiciu,Mihai, Mathematics and Statistics
***Strait,Jefferson, Physics Department
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++Swift,Jane M., Leadership Studies Program
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Taurog,Rebecca E., Chemistry Department
Thoman Jr.,John W., Chemistry Department
**Thorne,Christian, English Department
Tifft,Stephen J., English Department
Timberlake,Anicia C., Music Department
Ting,Claire S., Biology Department
Traven,David J., Political Science Department
++Truman,Edwin M., Economics Department
Tucker-Smith,David R., Physics Department
Turner,Damian, Biology Department
van de Stadt,Janneke, German and Russian Department
++van Ginhoven,Kristen, Theatre Department
Vandiver,Joshua, Political Science Department
Vargas,Armando, Comparative Literature Program
Vasiliauskas,Emily, English Department
Vena,Natalie B., Anthropology and Sociology
Wadsworth,Zachary, Music Department
Wagner,William G., History Department
Wang,Dorothy J., American Studies Program
Waters,Chris, History Department
*Watson,Tara E., Economics Department
Wells,Brad, Music Department
Wells,Peter S., Athletics Department
Whalen,Carmen T., History Department
***White,Alan, Philosophy Department
Wilcox,Amanda R., Classics Department
Williams,Heather, Biology Department
Williams,Mason B., Leadership Studies Program
Williamson,Lauren L., Psychology Department
Wobus,Bud, Geosciences Department
Wong,Scott, History Department
**Wood,James B., History Department
Wootters,William K., Physics Department
Yacoob,Saadia, Religion Department
***Yamamoto,Kasumi, Asian Studies Department
Yesnowitz,Joshua C., Political Science Department
Yu,Li, Asian Studies Department
*Zaki,Safa R., Psychology Department
Zimmerberg,Betty, Psychology Department
***Zimmerman,David J., Economics Department

FACULTY EMERITI

Marsha I. Altschuler	*Professor of Biology, Emerita*	4 Woodlawn Drivwe
Roger E. Bolton	*William Brough Professor of Economics, Emeritus*	30 Grandview Drive
David A. Booth	*Vice Provost and Lecturer in Political Science, Emeritus*	44 Willshire Drive
James R. Briggs	*Assistant Professor of Physical Education, Emeritus*	350 Stratton Road
Eleanor Brown	*Lecturer in Biology, Emerita*	Westwood, Massachusetts
Fielding Brown	*Charles L. MacMillan Professor of Physics, Emeritus*	Westwood, Massachusetts
Michael F. Brown	*James N. Lambert '39 Professor of Anthropology and Latin American Studies, Emeritus*	Sante Fe, New Mexico
Kim B. Bruce	*Frederick Latimer Wells Professor of Computer Science, Emeritus*	Claremont, California
Jean–Bernard Bucky	*William Dwight Whitney Professor of Arts and Theatre, Emeritus*	85 Longview Terrace
Lynda K. Bundtzen	*Herbert H. Lehman Professor of English, Emerita*	582 Henderson Road
James T. Carlton	*Professor of Marine Sciences, Emeritus*	Stonington, Connecticut
John W. Chandler	*President of the College, Emeritus*	416 N Hemlock Lane
Raymond Chang	*Halford R. Clark Professor of Natural Sciences, Emeritus*	Bainbridge Island, Washington
Phoebe Cramer	*Professor of Psychology, Emerita*	20 Forest Road
Stuart J. B. Crampton	*Barclay Jermain Professor of Natural Philosophy, Emeritus*	Chagrin Falls, Ohio
Andrew B. Crider	*Mary A. & William Wirt Warren Professor of Psychology, Emeritus*	18 Windflower Way
Phyllis L. Cutler	*College Librarian, Emerita*	Milton, Massachusetts
Robert F. Dalzell Jr.	*Fred Rudolph Professor of American Culture, Emeritus*	189 Stratton Road Apt. B4
William R. Darrow	*Cluett Professor of Religion, Emeritus*	Portland, Oregon
Samuel Y. Edgerton Jr.	*Amos Lawrence Professor of Art, Emeritus*	940 Hancock Road
Richard J. Farley	*Assistant Professor of Physical Education, Emeritus*	117 Candlewood Drive
Robert L. Fisher	*Assistant Professor of Physical Education, Emeritus*	Brooksville, Maine
William T. Fox	*Edward Brust Professor of Geology and Mineralogy, Emeritus*	51 Moorland Street
Peter K. Frost	*Frederich L. Schuman Professor of International Relations, Emeritus*	1539 Green River Road
Charles Fuqua	*Garfield Professor of Ancient Languages, Emeritus*	96 Grandview Drive
Antonio Gimenez	*Professor of Romance Languages, Emeritus*	Madrid, Spain
George R. Goethals II	*Dennis A. Meenan '54 Professor of Leadership Studies, Emeritus*	Richmond, Virginia
William C. Grant Jr.	*Samuel Fessenden Clarke Professor of Biology, Emeritus*	155 Sweetbrook Road
Suzanne L. Graver	*John Hawley Roberts Professor of English, Emerita*	117 Forest Road
Fred Greene	*A. Barton Hepburn Professor of Government, Emeritus*	135 South Street
Edward S. Grees	*Assistant Professor of Physical Education, Emeritus*	761 Henderson Road
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Victor E. Hill IV	*Thomas T. Read Professor of Mathematics, Emeritus*	North Adams, Massachusetts
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Marcus E. Johnson	*Charles L. MacMillan Professor of Natural Science, Emeritus*	33 Jerome Drive
Robert D. Kavanaugh	*Hales Professor of Psychology, Emeritus*	38 Colonial Avenue
David S. Kechley	*Professor of Music, Emeritus*	400 Pine Cobble Road
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Thomas E. McGill	*Hales Professor of Psychology, Emeritus*	Tiverton, Rhode Island
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Glyn P. Norton	*Willcox B. and Harriet M. Adsit Professor of International Studies, Emeritus*	Menands, New York

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Kenneth C. Roberts Jr.	*A. Barton Hepburn Professor of Music, Emeritus*	Bennington, Vermont
Richard O. Rouse	*Mary A. & William Wirt Warren Professor of Psychology, Emeritus*	85 Harmon Pond Road
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Carl R. Samuelson	*Assistant Professor of Physical Education, Emeritus*	575 Water Street
John B. Sheahan	*William Brough Professor of Economics, Emeritus*	320 Syndicate Road
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Anne R. Skinner	*Senior Lecturer in Chemistry, Emerita*	714 Stratton Road
Guilford L. Spencer II	*Frederic Latimer Wells Professor of Mathematics, Emeritus*	Lenox, Massachusetts
Richard H. Stamelman	*Professor of Comparative Literature, Emeritus*	Norwich, Vermont
Kurt P. Tauber	*Class of 1924 Professor of Political Science, Emeritus*	94 Southworth Street
Mark C. Taylor	*Cluett Professor of Humanities, Emeritus*	235 Stone Hill Road
Alex W. Willingham	*Professor of Political Science, Emeritus*	25 Lee Terrace
Reiko Yamada	*Professor of Japanese, Emerita*	189 Stratton Road
Steven J. Zottoli	*Howard B. Schow '50 Professor of Biology, Emeritus*	98 Buxton Hill Road

PRIZES AND AWARDS

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.

OLGA R. BEAVER MEMORIAL PRIZE IN MATHEMATICS. From a fund established in 2013 by a group of friends and family in memory of Ollie Beaver, professor of mathematics. A cash prize is awarded to a student for extraordinary contributions to the mathematics and/or statistics community.

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.

ROBERT DALZELL THESIS PRIZE IN HISTORY. Awarded to a student who writes a thesis in any field of history that best exemplifies outstanding original research using primary sources. Recognizes a thesis writer who undertakes difficult primary research.

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. ROSENBURG 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. ROSENBURG PRIZE IN MATHEMATICS. Established in 1991 from the bequest of Robert F. Rosenburg, 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 students in history who is planning to attend graduate school in the field of American or European history.

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

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

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

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

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

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

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

CARL VAN DUYNE PRIZE IN ECONOMICS. Established in 1983 by family, colleagues, friends, and the Philip H. Seaman Fund in memory of Carl Van Duyne, 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 Duyne Scholar receives a stipend if he is able to devote the summer before the senior year to full–time research in Economics."

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

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

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

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

Essay Prizes

GAIUS C. BOLIN, 1889, 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.

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.

THE 2006 AND 2009 INTERNATIONAL SERVICE FELLOWSHIP. The fellowship fund was established in 2011 by parents of recent alumni to provide summer fellowships for undergraduate students' international service-learning projects.

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 TRAVELFELLOWSHIP. 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".

LEVIEN FAMILY JOURNALISM SUMMER FELLOWSHIP. Established in 2005 to enable a student in his or her sophomore or junior year to pursue scholarship and personal interests in journalism during the summer.

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.

WILLIAM C. MILLARD, CLASS OF 1929, FELLOWSHIP. This summer fellowship, established in 2014, shall be used to enable undergraduate students to pursue opportunities for personal growth fostering independence, creativity and/or broaden some area of special interest, whether or not it is connected to academic coursework.

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.

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., CLASS OF 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., CLASS OF 1990, LANGUAGE STUDY GRANT. Established in 2011, this fellowship provides funds for formal summer study of a foreign language in a country where the target language is commonly spoken.

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.

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 descendents 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.

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.

ENDOWED SCHOLARSHIPS AND TUTORIALS

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DEGREES CONFERRED JUNE, 2015

Conferring of the Degree of Master of Arts

Walker Peterson Downey
Alexandra Pope Foradas
Sara B. Green
Elliot Martin Krasnopoler
Emma Antoinette Limon
Jason Edward Mientkiewicz
Elisabeth Claire Rivard
Daniel Stanley Smith
Nathan Edward Stobaugh
Haejeong Yoon
Lauren Rachel Young

Conferring of the Degree of Master of Arts or Certificate in Policy Economics

Diala Issam Al Masri
Ayebare Justine
Daniela Bilbao Martinez
Birendra Bahadur Budha
Reno Joseph Nuñez Cantre
Selarath Chum
Vangile Celumusa Dlamini
Alejandro Daniel Galoppo Pinto
Syed Ali Bin Hassan
Yvette Christine Lapuz Herrera
Belisti Adugna Kebie
Sameer Yahya Saleh Khailah
Tchenga Wanchi Micheal Kimbi
Le Phuong Thao
Lukwago Stephen
Mercy Machisa
Jane Mbughi
Venancio Mzonda
Nantumbwe Brenda
Albino John Ajack Naphen
Nganikiye Balthazar
Nguyen Minh Cuong
Mirjana Popovic
Yasmin Azucena Portillo Chang
Rakotomanana Mandambolantiana Harisoa
Byambatsogt Tserendejid
Chisomo Alice Tsonga
Wazir Khan Virk
Withanage Krishani Chathurangi
Sorphea Yong

Bachelor of Arts

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* Phi Beta Kappa
\+ Sigma Xi

Bachelor of Arts, Summa Cum Laude

*+Benjamin Lee Augenbraun, *with highest honors in Physics*
*Julia Elena Damion
*+Jesse Benjamin Freeman, *with highest honors in Mathematics*
*+Emma Krynski Harrington, *with highest honors in Computer Science*
*Lydia Clare Heinrichs, *with highest honors in English*
*+Isaiah Herschel Leonard, *with highest honors in Computer Science*
*Samuel William Lewis
*+Isaac Cheng-qi Loh, *with highest honors in Mathematics*
*Michael Frederick Neubauer, *with highest honors in Economics*
*Lauren Olivia Nevin

Bachelor of Arts, Magna Cum Laude

*+Sarah Monique Abramson, *with highest honors in Computer Science*
*+Samuel Theodore Herzl Amdur IV, *with honors in Physics*
*Andrew James Best
*Ethan Daniel Borre, *with honors in Biology*
*Chelsea Danae Boydstun, *with highest honors in Chemistry*
*Talia Jeanne Calnek-Sugin
Sara Lindsay Clark
Sarah Croft Cottrill
*Erin Elizabeth Curley, *with highest honors in Psychology*
*Rebecca Elizabeth Curran
*Benjamin Jenks Dalzell
*+Benjamin Hayes DeMeo, *with honors in Mathematics*
*Katherine Elizabeth Dennis, *with highest honors in Classics*
*Samuel Softness Devine
*Amber Denise Ellis, *with honors in Africana Studies*
*Clyde William Engle Jr.
*Charlotte Eleanor Currie Fleming
*Hannah Rose Friedland, *with honors in English*
*Madeline Jane Gilmore, *with honors in English*
*+Nitsan Goldstein, *with highest honors in Biology*
*Andrew Christopher Grabowski
*Alexander Guo
*Jennifer Joan Helinek
*John Vandermark Hoover, *with honors in Arabic Studies*
*Benjamin Carlton Hoyle
*Laurel Elizabeth Jarombek, *with honors in International Studies*
Joseph Richard Kinney
*Anastasija Kovalova
*Kelsey Reed Leonard
*+Claire Allison Leukhardt Lidston, *with honors in Chemistry*
*+Brandon Vincent Ling, *with honors in Physics*
Aviv M. Lipman
*Nile Marcelles Livingston
*Kelsey Alexandra Loy, *with highest honors in Biology*
Alison Stewart Magruder
*+James Benjamin Marvel-Coen, *with highest honors in Biology*
*Dylan Russell Meacham, *with honors in Philosophy*
+Cole Mitchell Meisenhelder, *with honors in Physics*
*+Tara King Miller
*+Adrian Alexander Mitchell, *with highest honors in Biology*
*Erica Lyn Moszkowski, *with highest honors in Economics*
*Moneesha Rani Mukherjee
*Alexander Krishan Nanda, *with highest honors in English*
*Charles Taylor Oddleifson, *with honors in Philosophy*
*Sam Donovan O'Donnell, *with highest honors in Comparative Literature*
Collin Chapman Peck-Gray
*+Samantha Nicole Petti, *with honors in Mathematics*
*Molly Mack Pickel
*Jaclyn Duker Porfilio, *with highest honors in Computer Science*
*William Beck Raskin, *with honors in English*
*+Raea Elise Rasmussen, *with highest honors in Psychology*
*Bryn Marie Reinstadler
*Miho Sakuma, *with honors in History*
*+Gabriel Orr Samach, *with honors in Physics*
*+Alexander James Silver, *with highest honors in Chemistry*
*Anna Jayne Fisher Solovy, *with honors in History*
*Tyler Joseph Sparks
*Haley Ann Stewart, *with highest honors in Comparative Literature*
*Zachary Lee Stewart, *with highest honors in Music*
*John Phillip Sutton
*Phonkrit Tanavisarut
*Jasmine McKay Thomasian, *with highest honors in Religion*
*Nathan James Thompson, *with highest honors in History*
Philip Augustus Baron von Hahn, *with honors in History*
*Christopher George Weihs
*Paige Lauren Whidbee, *with highest honors in History*
*Jeewon Yoo, *with highest honors in English*
*Shannon Marie Zikovich, *with honors in Chemistry*

Bachelor of Arts, Cum Laude

Isabel Eve Abraham-Raveson, *with honors in Women's, Gender and Sexuality Studies*
Shaan Nishith Amin
Garrett Arthur Anstreicher, *with honors in Economics*
Ryan Christopher Barry
+Gregory Blum Becker, *with honors in Computer Science*
Rohan Samir Bhatt

Emma Wilkinson Bick
Jacob Farwell Blau
Jesper Kittelsen Bodd
Andrew Albert Bravo
Mitchell Seth Breitbart
Erica Elizabeth Bucki
Emma Pingree Cannon
Christine Bradford Case, *with honors in Women's, Gender and Sexuality Studies*
Samuel Richard Revelle Chapin, *with honors in History*
Yogeeta Malinie Chatoredussy
Nicole Guan Chen
Elliot Maxwell Chester
+Weng-Him Cheung, *with honors in Physics*
+Julia Rose Kahn Cline, *with highest honors in Physics*
Eirann Hope Cohen
Matthew Christopher Conway, *with honors in History*
Cody Eugene Cotner
+Nell Carlyle Davis, *with highest honors in Geosciences*
Jonathan Laurence Dely
Bethany Joy Rockwell Dixon
Adrien Paul Downey
Rebecca Ann Dryer, *with honors in Biology*
Elizabeth Comfort Eades
William Bayard Earle
Elena Leigh Faverio, *with honors in Theatre*
Alisdair James Ferguson
Katherine Gillie Flanagan
Simone Claire Frank, *with honors in Anthropology*
+Emily Eggleston Gaddis, *with honors in Biology*
+Nicholas Kirtland Gardner, *with honors in Mathematics*
Rebecca Elaine Gendelman, *with honors in English*
Emily Michaels Gerber
Lauren Elizabeth Glenn
Jacob Andrew Goldenring
Veronica Jean Gould
Samuel Ian Green
Jasmyne Lanette Grismore
Siobhan Justine Harrity
+Amir Daniel Hay, *with highest honors in Biology*
Tiantian He
Andrée Caroline Heller
Joshua Kevin Helmkamp
Paris Kent Heymann
Michelle Irene Higgins, *with honors in Biology*
Samuel Nieboer Hine
Miles Dakota Horton
Christopher Knight Huffaker
+Elissa Mairen Barhite Hult, *with honors in Biology*
Aldis Pauls Inde
David Anthony Jarrett
Gloria Jong Hee Joo
Grace Kim
Simmon Kim
Victoria Kate Lippman
En Tzu Liu
+Lillian Ma, *with honors in Chemistry*
Michael Gordon Madding
Jenna Margot Maddock
Jeremy David Markson
Conor Cornell McClintock
Katherine Sturgis McDowell
Philip Francis McGovern V
+Alexandra Grace McInturf, *with honors in Biology*
Michael Curran McPhee
Lauren Elaine Miller, *with honors in Classics*
Peter Joseph Mistretta
Margaret Frazier Mitts
Cooper A. Nassery
Kirby Shea Neuner, *with highest honors in History*
Clare Linnéa Sandberg O'Brien
Emily Barbara O'Day
Amelia Jordan Ortiz
Perry Morris Osgood, *with honors in History*
Alexander Louis Peña
Niharika Pendurthi
Quinn Decker Pitcher
Elaina Catherine Pullano, *with highest honors in Music*
Stacy Nelson Purcell
Christopher Andrew Riegg
Sophia Leung Rosenfeld
Gwendolyn Elspeth Schultz, *with honors in Biology*
+Anuj Kamlesh Shah, *with highest honors in Neuroscience*
Daniel Max Siegel
Chetan Singhal
Alison Grace Carswell Smith, *with highest honors in Biology*
Hannah Witten Smith
Melissa Ayn Soule, *with highest honors in Women's, Gender and Sexuality Studies*
Benno Jacob Stein
+Gabriel Scott Stephens, *with highest honors in Biology*
+Katherine Julia Susa, *with honors in Chemistry*
Ali Reza Tafreshi
Alexandra Ting
Catherine Marie Treesh, *with honors in History*
Nakita Gaetane VanBiene
+Kiah Ashley Walker
Erika Danielle Watkins
Garrett Gabriel Welson
Mariah Capps Widman
David Yan

Bachelor of Arts

Aseel Abulhab
Paul Adeleke
Etienne Ngandu Aduya
Marshall Yoshito Akita, *with honors in Political Science*
Jennifer Abenaa Akotoh
Alexis Rayshun Akridge
Alyssa Kristin Amos
Lily Shiao An
Martha Louise Anderson
Parmalier Ernestine Arrington, *with honors in Art*
John Patrick Atchue
Lillian Marie Lynch Audette
Peter Gilliam Awad
Gabriela Fraifeld Azevedo
Joseph Alfred Baca III
Mizzel Muhammad Badruddin
Yeljas Bakhyt
Klejdi Banka
+Dylan Matthew Barber, *with honors in Chemistry*
Tatum Ali Barnes
Alyson Helena Barrett
Thomas Andrew Beaudoin Jr., *with honors in Mathematics*
Rebecca Kruger Bell, *with honors in Biology*
Lauren Michelle Bender
Emma Marie Benjamin
Elizabeth Ann Berggren
Henry Samuel Bergman
Laura Elizabeth Berman, *with honors in History*
Timothy Michael Berry
Rylee Rose Bethea
Charles Renee Billadeau, *with honors in Political Science*
Christie Elizabeth Black, *with honors in Biology*
Antonio Blanco
Batjin Boldbat
Brent Ernest Bomkamp
+Wyatt Bradley Boyer, *with honors in Mathematics*
Kathleen Elisabeth Brantley
Jonathan Evan Brenner
Sarah Lamoreaux Brink
Gabriela Talia Bronfman
Marcel Gerard Brown
Sevonna Maria Brown, *with highest honors in Africana Studies*
William Alexander Brown IV
Caroline Winston Bruno
Ryan O'Mar Buchanan
Matija Budisin
Katherine Louise Buoymaster, *with honors in English*
Andrés Javier Burbank-Crump
Rachael Katherine Burns
Thomas John Cabarle
Timothy Richard Cannon, *with highest honors in Art*
Guedis Steven Cardenas Cabrera

Alejandra Trinidad Castañeda
Christopher MacLean Chandler
+Alice Ultes Chapman
Kevin Michael Chen
+Tamuka Chidanguro, *with honors in Chemistry*
Charles Brandon Chirinos
+Achala Chittor, *with honors in Biology*
Juno Cho, *with honors in Chemistry*
Joowon Michelle Choi
Carrie Guan Huey Chu
Corbin Christopher Chu
Eduard Ciobanu
Isaiah Michael Clark
Christopher Daniel Conder
Caitlin Provost Conlon
Gabriela Contreras-Cisneros
Ellen Nicole Cook
Hillary Skinner Cook
Benjamin Eric Corwin
Louisa Fantini Costa
Matias Jorge Crespo
Christine Mary Cunningham
Samantha Starrett Cutts
Corie Christina Dacres
Patrick Ryan Daly
Fiona Wei Dang
Long Phi Dang
Natalee Rose Dawson, *with honors in English*
Paul Alexander Deaderick
Alexandre Joseph DeBaere
Cecilia Rose Denhard
Elizabeth Anne Dietz, *with honors in Comparative Literature*
Cathleen Heyward Donohue
Shana Rachelle Dorsey
Sean Patrick Dougherty
Julian Steven Drobetsky
Daniel Robert Druckman
Andrea Athena Dunchus
Phuong Binh Dinh Duong
Emily Dzieciatko
Benjamin Charles Eastburn
Carolina E. Echenique Catinchi
Ayodele Justice Ekhator
Taylor Dean Epley
Jean-Luc Ocaya Etienne
+Daniel Evangelakos, *with honors in Computer Science*
Hamza Farrukh
Adrienne Marcelle Dimalanta Favis
Alan Carlos Felix
Marguerite Alexis Ferrera-Anthony
Moses Jacob Elijah Flash
+Michael James Flynn, *with highest honors in Physics*
Qadir Jibril Forbes
Alexander Crowley Foucault
Emily Louise Fox, *with honors in Economics*
Mmaserame Emily Gaefele
Kyle Patrick Gaffney
Henry David Gaines, *with honors in Economics*
Jennifer Galaviz
Andrea Garduno
Jonathan Aaron Gonzalez
Zachary Robert Grady
Addington Kai Graham
Clarissa Granados
Ashley Michelle Dixon Graves
Nicholas Megargee Greaves-Tunnell
Brice Cattell Green, *with honors in Music*
Matthew Charles Green
Quinn Hampton Griffin
Dylan Paul Griswold, *with honors in Chemistry*
Christian James Gronbeck
James Brewster Gruseke
Cary Wade Hairfield IV, *with honors in Art*
Kristin Cory Halvorsen
Sara Fatima Hassan
Sola Iubie Haye
Anne Elizabeth Hayner
Michael Robert Hellstern, *with honors in Economics*
Al H. Hemaida
Arantza Henderson
Drake Hannah Hicks
Ernest Monroe Higginbotham II
James Albert Hitchcock
Julia Stevenson Hoch
Gillian Kathleen Hornor, *with honors in Economics*
Carson Vincent Houle
Shannon Shao Hsu
Banyi Huang
+Ivan Jacob Huerfano, *with honors in Chemistry*
Margaret Anne Hughes
Veroneque Felicia Ignace, *with highest honors in Africana Studies*
Alexandra Suzanne Jensen
Katherine Ann Jolin
Benjamin Sneath Jones
Aaron Jordan, *with honors in Psychology*
+Julie Jung, *with honors in Biology*
+Diana D. Kang, *with honors in Biology*
Mpaza Sichilima Kapembwa
+Salmaan Anver Karim, *with honors in Chemistry*
+Caroline Cecil Kaufman, *with honors in Psychology*
Michaela Erin Kearney
Eric Michael Kelley
Edward Joseph Kelly
Katherine Callahan Kiernan
Steven Jeffrey Kiesel
Joseph Ryan Kilcullen
+Ashley A. Kim, *with highest honors in Chemistry*
Douglas Jae Woo Kim
Donald Rae Kost
Adin Moshe Kreiger-Benson
Daniel Lawrence Kurnick
Haley Jeanne Ladd-Luthringshauser
Andre Marcel Lafontant
Apoorva Lal, *with highest honors in Political Science*
Timothy Robinson Lattimer
Sallie J Lau, *with honors in Political Economy*
Cindy Le
Julie Nguyen Le
Jacqueline Eun Lee
Samuel Cole Leiter
Claire Elizabeth Lempres
Christoph Robert Lentz
Rakdong Lim
Jessamyn Rosalie Lockard
Minica Long, *with honors in Psychology*
Daniel Joseph Loughran
Tirhakah Tarique Love, *with honors in Africana Studies*
Michael Benser Luciani
Elena Luethi
Kellie Thomson Macdonald
John Maimone-Medwick
+Victor Whitesel Major, *with honors in Geosciences*
Bridget Anne Malicki
Molly Ryan Malinowski
Tyler Paek Mallery
Joseph Andrew Mallock
Sergio David Manrique, *with honors in Contract Major: Critical Theory and Cultural Studies*
Timothy Michael Marchese
Kira Danielle Marrero
Alexandra Veronika Marshall
Melissa Alejandra Martinez
Emma Hillary Martucci
Michelle Anne May-Curry, *with highest honors in Political Science*
Doris Mwendwa Mbabu
Perry Lee McCarthy
Nathan Robert McCue
John Patrick McKenna
Connor Hamilton McLane
Brian Saylors McNamara
Dianna Lissette Mejia, *with honors in Biology*
Juan Rolando Mena III
Tanzim Khan Milkey
Camila Paola Miller

Claire Petra Miller
+Linamarie Miller, *with honors in Chemistry*
Nathan Graham Fox Miller
Medina Siobhan Mody-Fitzmaurice, *with honors in Africana Studies*
Thobo Mogojwe
Neo Mokgwathi
Marilisande Montes De Oca
Felicia-Wrae Alexxa Morgan
Kevin Arseny Morrell
Maeve McLaughlin Mulholland
Sara Maria Munoz
Matthew Adam Muralles
Thomas Michael Murphy
Zaw-htut Naing, *with honors in Chemistry*
Rahul Nath
Benjamin Joshua Nathan, *with honors in History*
Andrew Joseph Nemeth
Stephanie Anne Neul
Austin To Nguyen
Yazmine C'Bona Nichols
Jared Alexander Nowell
Laurel Beth O'Connor
Oladeji Olayiwola Odewade, *with honors in Biology*
Kwasi Bekoe Offei-Addo
Hannah Emily Ohlson
Kimberly Esther Oliva
Lena Oritsetimeyin Olumide
Eleanor Francelia O'Neill
Joseph Osei
Marcela Osorio
Randall Robert Otis
Abra Mandelyn Owens, *with honors in Psychology*
Nancy Anne Palmer
Denise Park, *with honors in Chemistry*
Monica Magda Pastor
Ashini Sanjeev Patel
Naomi Joy Patterson
Diana Catalina Pelaez
Scott Graham Pelton-Stroud
Rosalia Maglio Pembroke
Alina Demetria Penny
Amber Dominique Penny
Olivia Ong Pham
Michael Aaron Phillips
Lucas Robert Pierce
Stefan Tzvetanov Popov
Mitchell Lee Prevot
Molly Councill Prindle
Ryan Christopher Prokesch
Thaddeus James Ricotta
Jacqueline Rodriguez
Maryanne Rodriguez
David Philip Rodriguez Lenge
Megan Catherine Rogers
Anne Hayley Rojas
Cesar David Roman
Erik Antonio Romano
Brandon Jacob Romero
Hayden Kahana Rooke-Ley
Alejandra Rosales
Phoebe Josephine Rosen
Emalie Lynne Rott
Ivan Alekseyevich Rybkin
Haley Piper Sallquist
Salelaye Samoura
Caroline Cassidy Sawin
Shanice Tatiana Scantlebury
Benjamin Allan Schneider
+Eric George Schneider, *with honors in Mathematics*
+Amanda Lee Schott, *with honors in Neuroscience*
Jack Vidal Schweighauser
Alexander Frederick Scyocurka
Christopher Florian Seitz
Khan Asfandyar Gohar Shairani
Robyn Alexandra Shapiro
Austin Kilbourn Shea
Michael Eugene Shelton
Firas Ali Shennib
Marissa Po-ya Shieh
Shelby Miriam Shote
Avishek Kaji Shrestha
Griffith Girard Simon
Kairav Sinha, *with highest honors in Biology*
Mahaney Elizabeth Sippel
Jacob Robert Slater
Herbert Postyn Smith
Llewellyn Stuart Smith
Anna Isabel Spiers
Rebecca Elizabeth Staff
+Alice Elizabeth Stears, *with honors in Biology*
Morgan Kelso Stevens
Adrienne DelSignore Strait, *with honors in Biology*
Phillip Christian Sull
Alex Cenwei Sun
Carl Joseph Szanton
Russell David Taylor
Max Tejeda-Albrecht
Dylan Chevalier Thomas
Sara Elizabeth Thompson
Sarah Frances Thompson
Stacy Anna Thompson
Alyssa Lauren Tomkowicz
Hana Christine Tomozawa
Tabitha Wambugha Tongoi, *with honors in Political Science*
Joshua Torres
Cole Nathaniel Townsend
Giselle Alessandra Trivino
Samantha Anijia Troia
Hannah Lee Van Wetter
Melissa Vargas
Tess Elizabeth Vorselen, *with honors in English*
Amanda Mae Walker
Kelly Darlene Wall
Alexander James Walsh
+Oona Goetz Watkins, *with honors in Geosciences*
Madison McKee Weist
Lilly Becker Wellenbach
Natalie Merrill Weyerhaeuser
Daniel James Whittam
+Will Johnson Wicherski, *with highest honors in Geosciences*
Christopher Kossmann Wilkinson
Michael Austin Williams
Lani Willmar
Dane James Wilson
Elanie Sky Wilson
Daniel Rock Wohl
Robert William Yang
Arran Y. Yip
Jimeen Yoo
+Daniela Zarate, *with honors in Biology*
Nancy Zhong
Chelsea Xian Zhu
Abigail Rose Zimmermann-Niefield

CONFERRING OF HONORARY DEGREES

Ursula M. Burns, *Doctor of Letters*
Gish Jen, *Doctor of Letters*
Mario J. Molina, *Doctor of Science*
Deval L. Patrick, *Doctor of Laws*

PRIZES AND AWARDS—2014-2015

OLMSTED PRIZES—Awarded for excellence in teaching to four secondary school teachers nominated by the Williams Class of 2015. These prizes were established in 1984 through the estate of George Olmsted, Jr., 1924. The recipients are Christopher J. Avilés, Dorchester Academy, Dorchester, MA; Mark A. Liepe, East Noble High School, Kendallville, IN; Keith D. Miller, Cold Spring Harbor Junior-Senior High School, Cold Spring Harbor, NY; Stephanie G. Rossi, Wheat Ridge High School, Wheat Ridge, Colorado.

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Prizes and Fellowships Awarded in 2014-2015

Claire A.L. Lidston '15, John Sabin Adriance, Class of 1882, Prize in Chemistry
Thomas H. Riley '18, The Richard Ager Newshall Book Prize
Guedis S. Cardenas Cabrera '15, Charles R. Alberti, Class of 1919, Award
Gabriela F. Azevedo '15, Allison Davis Research Fellowship
Donald R. Kost '15, Allison Davis Research Fellowship
Tirhakah T. Love '15, Allison Davis Research Fellowship
Brandon J. Romero '15, Allison Davis Research Fellowship
Daniela Zarate '15, Allison Davis Research Fellowship
Feixue Gong '16, Olga R. Beaver Memorial Prize in Mathematics
Jeffrey C. Wang '16, Beinecke Scholarship
William B. Raskin '15, The Michael Davitt Bell Prize
Nitsan Goldstein '15, The Erastus C. Benedict, Class of 1821, Prize in Biology (First Prize)
Alison G. C. Smith '15, The Erastus C. Benedict, Class of 1821, Prize in Biology (Second Prize)
Lila M. Anderson '18, The Erastus C. Benedict, Class of 1821, Prize in Classics (Greek/First Prize)
Amelia M. Dana '18, The Erastus C. Benedict, Class of 1821, Prize in Classics (Greek/Second Prize)
Lydia C. Heinrichs '15, The Erastus C. Benedict, Class of 1821, Prize in Classics (Latin/First Prize)
Tianlun Zhang '18, The Erastus C. Benedict, Class of 1821, Prize in Classics (Latin/Second Prize)
Emma P. Cannon '15, The Erastus C. Benedict, Class of 1821, Prize in French (First Prize)
Eirann H. Cohen '15, The Erastus C. Benedict, Class of 1821, Prize in French (Second Prize)
Matias J. Crespo '15, The Erastus C. Benedict, Class of 1821, Prize in German
Cooper A. Nassery '15, The Erastus C. Benedict, Class of 1821, Prize in German
Kirby S. Neuner '15, The Erastus C. Benedict, Class of 1821, Prize in History
Paige L. Whidbee '15, The Erastus C. Benedict, Class of 1821, Prize in History
David R. Burt '17, The Erastus C. Benedict, Class of 1821, Prize in Mathematics
Yuanchu Dang '17, The Erastus C. Benedict, Class of 1821, Prize in Mathematics
Sarah M. Fleming '17, The Erastus C. Benedict, Class of 1821, Prize in Mathematics
Alexander S. Kastner '17, The Erastus C. Benedict, Class of 1821, Prize in Mathematics
Nina G. Pande '17, The Erastus C. Benedict, Class of 1821, Prize in Mathematics
Sevonna M. Brown '15, Gaius C. Bolin, 1889, Prize in Africana Studies
Nathan J. Thompson '15, Russell H. Bostert Thesis Prize in History
Sevonna M. Brown '15, Kenneth L. Brown, Class of 1947, Prize in American Studies
Soha Sanchorawala '18, The Nathan Brown Book Prize
Sevonna M. Brown '15, Sterling A. Brown, Class of 1922, Citizenship Prize
Teague G. Morris '17, The Bullock Poetry Prize of the American Academy of Poets
Emma K. Harrington '15, W. Marriott Canby, Class of 1891, Athletic Scholarship Prize
Alexis R. Akridge '15, Class of 1945 Florence Chandler Fellowship
Jesse B. Freeman '15, Winston Churchill Foundation Scholarship
Henry C. Barker '18, David Taggart Clark Prize in Latin
Lillian Ma '15, Horace F. Clark, 1833, Prize Fellowship
Emma K. Harrington '15, Class of 1925 Scholar-Athlete Award
Yazmine C. Nichols '15, Williams College Community Builder of the Year
James B. Marvel-Coen '15, The James Bronson Conant and Nathan Russell Harrington, Class of 1893, Prize in Biology
Sophia L. Rosenfeld '15, Henry Rutgers Conger Memorial Literary Prize
Samuel R.R. Chapin '15, Robert Dalzell Thesis Prize in History
Maryanne Rodriguez '15, Davis Center Student Activist of the Year
Siobhan J. Harrity '15, Doris deKeyserlingk Prize in Russian
David A. Jarrett '15, Garrett Wright DeVries, Class of 1932, Memorial Prize in Romance Languages
Emma K. Harrington '15, Dewey Prize
John V. Hoover '15, Dorothy H. Donovan Memorial Fellowship
Elliot M. Chester '15, Dunbar Student Life Prizes
Gabriella C. Kallas '16, Dunbar Student Life Prizes
Tabitha W. Tongoi '15, Dunbar Student Life Prizes
Chienfa Wong '16, Dunbar Student Life Prizes
Alice E. Stears '15, Henry A. Dwight, Class of 1829, Botanical Prize
Molly M. Pickel '15, Environmental Studies Committee Award
Veroneque F. Ignace '15, Ernest Brown Africana Arts Prize
Dana V. Hogan '16, S. Lane Faison, Jr. 1929 Prize
Clarissa Granados '15, The Nicholas P. Fersen Prize in Russian
Will J. Wicherski '15, Freeman Foote Prize in Geosciences
Erin E. Curley '15, Robert W. Friedrichs Award in Sociology
Katherine L. Buoymaster '15, Fulbright Grant
Julia E. Damion '15, Fulbright Grant
Charlotte E. Fleming '15, Fulbright Grant
Jennifer J. Helinek '15, Fulbright Grant
Tara K. Miller '15, Fulbright Grant
Michael F. Neubauer '15, Fulbright Grant
Maryanne Rodriguez '15, Fulbright Grant
Lani Willmar '15, Fulbright Grant
Hannah W. Smith '15, Fulkerson Award for Leadership in the Arts
Matthew C. Conway '15, Gilbert W. Gabriel, Class of 1912, Memorial Prize in Theatre
Emma K. Harrington '15, Sam Goldberg Colloquium Prize in Computer Science
Jaclyn D. Porfilio '15, Sam Goldberg Colloquium Prize in Computer Science
Andrew J. Best '15, Sam Goldberg Colloquium Prize in Mathematics
Benjamin C. Hoyle '15, Sam Goldberg Colloquium Prize in Mathematics
Anuj K. Shah '15, Patricia Goldman-Rakic Prize in Neuroscience
Reid A. Pryzant '16, Barry M. Goldwater Scholarship
Dylan M. Barber '15, Frank C. Goodrich 1945 Award in Chemistry
Tamuka Chidanguro '15, Frank C. Goodrich 1945 Award in Chemistry
Matthew R. Davies '17, Frank C. Goodrich 1945 Award in Chemistry
Ivan J. Huerfano '15, Frank C. Goodrich 1945 Award in Chemistry
Claire A.L. Lidston '15, Frank C. Goodrich 1945 Award in Chemistry
Denise Park '15, Frank C. Goodrich 1945 Award in Chemistry
Adrian A. Mitchell '15, William C. Grant Jr. Prize in Biology
Banyi Huang '15, The Arthur B. Graves, Class of 1858, Essay Prize in Art
Isaac C. Loh '15, The Arthur B. Graves, Class of 1858, Essay Prize in Economics
Philip A. B. von Hahn '15, The Arthur B. Graves, Class of 1858, Essay Prize in History
Charles T. Oddleifson '15, The Arthur B. Graves, Class of 1858, Essay Prize in Philosophy
Jesper K. Bodd '15, The Arthur B. Graves, Class of 1858, Essay Prize in Political Science
Jasmine M. Thomasian '15, The Arthur B. Graves, Class of 1858, Essay Prize in Religion
Emily Dzieciatko '15, The Graves Prize for Delivery of Essay
Alexander C. Foucault '15, The Graves Prize for Delivery of Essay
Sallie J. Lau '15, The Graves Prize for Delivery of Essay
Megan C. Rogers '15, The Graves Prize for Delivery of Essay
Kirby S. Neuner '15, Grosvenor Memorial Cup
Dylan P. Griswold '15, Frederick C. Hagedorn, Jr., Class of 1971, Premedical Prize
Erin E. Curley '15, G. Stanley Hall 1867 Prize in Psychology
Samuel S. Devine '15, Tom Hardie, Class of 1978, Memorial Prize in Environmental Studies
Julie Jung '15, Tom Hardie, Class of 1978, Memorial Prize in Environmental Studies
Katherine T. Hrach '16, C. David Harris, Jr., Class of 1963, Prize in Political Science
Rebecca E. Curran '15, Kate Hogan 25th Anniversary of Women in Athletics Award
Anna I. Spiers '15, Kate Hogan 25th Anniversary of Women in Athletics Award
Aldis P. Inde '15, Willard E. Hoyt, Jr., Class of 1923, Memorial Award
Joseph S. Glass-Katz '17, Charles W. Hufford Book Prize
Emma H. Grauberger '16, Charles W. Hufford Book Prize
Todd M. Hall '16, Charles W. Hufford Memorial Fellowship
Donald R. Kost '15, Francis Sessions Hutchins, Class of 1900, Memorial Fellowship Prize
Yazmine C. Nichols '15, Francis Sessions Hutchins, Class of 1900, Memorial Fellowship Prize
Parmalier E. Arrington '15, Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Art)
Qadir J. Forbes '15, Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Theater)
Madeline J. Gilmore '15, Hubbard Hutchinson, Class of 1917, Memorial Fellowship (English)
Veroneque F. Ignace '15, Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Dance)
Jasmine M. Thomasian '15, Hubbard Hutchinson, Class of 1917, Memorial Fellowship (Music)
Hussein Ireri '17, 2006 and 2009 International Service Fellowship
Jae Hyun Jeong '17, 2006 and 2009 International Service Fellowship
Keith M. Owiti '17, 2006 and 2009 International Service Fellowship
Marissa P. Shieh '15, Jeffrey Owen Jones 1966 Fellowship in Journalism
Ethan D. Borre '15, Arthur Judson Prize in Music
Jonathan L. Dely '15, Arthur Judson Prize in Music
Carl J. Szanton '15, The Lawrence J. and Carolyn M. Kaplan Prize for Dedication to and Leadership in the Williams College
William B. Raskin '15, Arthur Kaufmann, Class of 1899, Prize in English
Lauren O. Nevin '15, Muhammad Kenyatta, Class of 1966, Community Service Prize
Isabel E. Abraham-Raveson '15, William W. Kleinhandler Prize for Excellence in Music
Julia E. Damion '15, William W. Kleinhandler Prize for Excellence in Music
Benjamin H. DeMeo '15, William W. Kleinhandler Prize for Excellence in Music
Elizabeth A. Dietz '15, William W. Kleinhandler Prize for Excellence in Music
Brice C. Green '15, William W. Kleinhandler Prize for Excellence in Music
Elissa M. Hult '15, William W. Kleinhandler Prize for Excellence in Music
Adin M. Kreiger-Benson '15, William W. Kleinhandler Prize for Excellence in Music
Nile M. Livingston '15, William W. Kleinhandler Prize for Excellence in Music
Jack V. Schweighauser '15, William W. Kleinhandler Prize for Excellence in Music
Abigail R. Zimmermann-Niefield '15, William W. Kleinhandler Prize for Excellence in Music
Nathan R. McCue '15, Robert M. Kozelka Prize in Statistics
Sara L. Clark '15, Richard Krouse Prize in Political Science
Lauren O. Nevin '15, Richard Krouse Prize in Political Science
Matija Budisin '15, Charles Bridgen Lansing, 1829, Fellowship in Latin and Greek
Maxwell R. Dietrich '16, Charles Bridgen Lansing, 1829, Fellowship in Latin and Greek
Kiran H. Kumar '18, Charles Bridgen Lansing, 1829, Fellowship in Latin and Greek
Alyssa L. Tomkowicz '15, Charles Bridgen Lansing, 1829, Fellowship in Latin and Greek
Mitchell R. Towne '16, Charles Bridgen Lansing, 1829, Fellowship in Latin and Greek
Michael F. Neubauer '15, Jack Larned, Class of 1942, International Management Prize
Sara L. Clark '15, Richard Lathers, Class of 1877, Essay Prize in Government
Alyssa L. Epstein '18, Richard Lathers, Class of 1877, Essay Prize in Government (Research)
Gemma Porras Nielsen '17, Mary and Nathaniel M. Lawrence Travel Fellowship
Kimberly A. Golding '16, Lawrence S. Graver Prize in Theatre
Joseph A. Bianco '16, Levien Family Journalism Summer Fellowship
Brandon Acosta '16, Linen Grant for Summer Travel in Asia
Matthew W. Gibson '17, Linen Grant for Summer Travel in Asia
Beatrix Haddock '18, Linen Grant for Summer Travel in Asia
Kristina J. Hwang '18, Linen Grant for Summer Travel in Asia
Patrick B. Kane '17, Linen Grant for Summer Travel in Asia
Mei Kazama '16, Linen Grant for Summer Travel in Asia
Joyce Kim '18, Linen Grant for Summer Travel in Asia
Ezekiel J. King Phillips '18, Linen Grant for Summer Travel in Asia
Dong Gi Park '18, Linen Grant for Summer Travel in Asia
Morris J. Reeves '18, Linen Grant for Summer Travel in Asia
Raquel Rodriguez '16, Linen Grant for Summer Travel in Asia
Bowen Wang '17, Linen Grant for Summer Travel in Asia
Zihan Ye '18, Linen Grant for Summer Travel in Asia
Julia E. Damion '15, Linen Senior Prize in Asian Studies (Asian Studies)
Michael F. Neubauer '15, Linen Senior Prize in Asian Studies (Chinese)
David Yan '15, Linen Senior Prize in Asian Studies (Japanese)
Miho Sakuma '15, Linen Senior Thesis Prize in Asian Studies
Yazmine C. Nichols '15, H. Ganse Little, Jr. Prize in Religion
Samuel W. Lewis '15, Henry Luce Foundation Scholarship
Nakita G. VanBiene '15, David N. Major, Class of 1981, Memorial Prize in Geosciences
Shannon M. Zikovich '15, Leverett Mears Prize in Chemistry
Abigail E. Rampone '17, Williams C. Millard, Class of 1929, Fund Fellowship
Charles T. Oddleifson '15, John W. Miller Prize in Philosophy
Alexis R. Akridge '15, Mellon Mays Undergraduate Fellowship
Sevonna M. Brown '15, Mellon Mays Undergraduate Fellowship
Laurel B. O'Connor '15, Mellon Mays Undergraduate Fellowship
Alexander L. Pena '15, Mellon Mays Undergraduate Fellowship
Alejandra Rosales '15, Mellon Mays Undergraduate Fellowship
Amir D. Hay '15, Japanese Government Monbukagakusho MEXT Scholarship
John V. Hoover '15, John Edmund Moody, 1921, Fellowship
Samantha N. Petti '15, Morgan Prize in Mathematics
Shanice T. Scantlebury '15, Nancy McIntire Prize in Women's, Gender and Sexuality Studies
Jesse B. Freeman '15, National Science Foundation Fellowship
Clyde W. Engle '15, Louise J. Ober Theatre Award in Creativity
Simone C. Frank '15, James Orton Award in Anthropology
Jae Yeon Lee '17, Frederick M. Peyser Prize in Painting
Tabitha W. Tongoi '15, Ursula Prescott Essay Prize in Political Science
Sarah F. Thompson '15, Purple Key Trophy (Women)
Daniel R. Wohl '15, Purple Key Trophy (Men)
Mairead A. Reynolds '18, Robert Ikemori Quay '04 Outing Club Memorial Fellowship
Katherine E. Dennis '15, James Lathrop Rice, Class of 1854, Prize in Classical Languages
Lauren E. Miller '15, James Lathrop Rice, Class of 1854, Prize in Classical Languages
Sam D. O'Donnell '15, James Lathrop Rice, Class of 1854, Prize in Classical Languages
Sara L. Clark '15, Robert F. Rosenburg Prize in Environmental Studies
Jesse B. Freeman '15, Robert F. Rosenburg Prize for Excellence in Mathematics
Isaac C. Loh '15, Robert F. Rosenburg Prize for Excellence in Mathematics
Lauren O. Nevin '15, Muriel B. Rowe Prize
Sevonna M. Brown '15, Ruchman Student Fellowship
Lauren E. Miller '15, Ruchman Student Fellowship
Adrian A. Mitchell '15, Bruce Sanderson, Class of 1956, Prize in Architecture
Joseph A. Baca '15, Ruth Scott Sanford Memorial Prize in Theatre
Julia S. Hoch '15, Ruth Scott Sanford Memorial Prize in Theatre
Kirby S. Neuner '15, The John E. Sawyer Prize in Transnational and Non-Western History
Eirann H. Cohen '15, Scheffey Award
Anna Jayne F. Solovy '15, Robert C. L. Scott Prize in History
Catherine M. Treesh '15, Robert C. L. Scott Prize for Graduate Study in History
Christopher G. Weihs '15, Sentinels of the Republic Essay Prize in Government
Nicole G. Chen '15, Shirin Shakir, 2003, Prize in Political Science
Lydia C. Heinrichs '15, Edward Gould Shumway, Class of 1871, Prize in English
Bryn M. Reinstadler '15, James F. Skinner Prize in Chemistry
Benjamin H. DeMeo '15, Dr. Herchel Smith Fellowship
Lydia C. Heinrichs '15, Dr. Herchel Smith Fellowship
Samuel W. Lewis '15, Dr. Herchel Smith Fellowship
William B. Raskin '15, Dr. Herchel Smith Fellowship
Bryn M. Reinstadler '15, Dr. Herchel Smith Fellowship
Haley A. Stewart '15, Dr. Herchel Smith Fellowship

Zachary L. Stewart '15, Dr. Herchel Smith Fellowship
Christopher G. Weihs '15, Dr. Herchel Smith Fellowship
Lauren J. Yu '16, Elizur Smith Rhetorical Prize
Eleanor Wachtel '17, The Theodore Clarke Smith Book Prize
Benjamin L. Augenbraun '15, Howard P. Stabler Prize in Physics
Elaina C. Pullano '15, Shirley Stanton Prize in Music
Zachary L. Stewart '15, Shirley Stanton Prize in Music
Gabriel S. Stephens '15, Frederick Eugene Stratton 1871 Fellowship in Biology
Alexander K. Nanda '15, Stanley R. Strauss, Class of 1935, Prize in English
Timothy M. Berry '15, Taiwan Ministry of Education Mandarin Scholarship
Amelia J. Ortiz '15, Taiwan Ministry of Education Mandarin Scholarship
Brandon Acosta '16, Tompkins Prize in Japanese
Long P. Dang '15, William Bradford Turner Citizenship Prize
Paige L. Whidbee '15, William Bradford Turner, Class of 1914, Prize in History
Erica L. Moszkowski '15, Carl Van Duyne Prize in Economics
Michael F. Neubauer '15, Carl Van Duyne Prize in Economics
Alex C. Sun '15, A.V.W. Van Vechten, 1847, Prize for Extemporaneous Speaking
Dylan R. Meacham '15, Laszlo G. Versenyi Memorial Prize
Arianna R. Basche '16, Benjamin B. Wainwright, Class of 1920, Prize in English
Kyle S. Cheng '16, Ward Prize for Best Project in Computer Science
Devin P. Gardella '16, Ward Prize for Best Project in Computer Science
Eli S. Goldstein '16, Ward Prize for Best Project in Computer Science
Matthew D. Larose '16, Ward Prize for Best Project in Computer Science
Tong Liu '16, Ward Prize for Best Project in Computer Science
Diwas Timilsina '16, Ward Prize for Best Project in Computer Science
Kai Wang '16, Ward Prize for Best Project in Computer Science
Kelly A. Wang '16, Ward Prize for Best Project in Computer Science
Emily A. Hoyt '17, Harold H. Warren Prize in Chemistry
Aseel Abulhab '15, Thomas J. Watson Fellowship
Nathan G. F. Miller '15, Thomas J. Watson Fellowship
Erica L. Moszkowski '15, David A. Wells Prize in Political Economy
Margaret F. Mitts '15, Karl E. Weston, Class of 1896, Prize for Distinction in Art (Art History)
Madison M. Weist '15, Karl E. Weston, Class of 1896, Prize for Distinction in Art (Art Studio)
Robert W. Yang '15, Karl E. Weston, Class of 1896, Prize for Distinction in Art (History and Practice)
Simmon Kim '15, Williams in Africa Post Graduate Fellowship
Jeremy D. Markson '15, Williams in Africa Post Graduate Fellowship
Quinn D. Pitcher '15, Williams in Africa Post Graduate Fellowship
Cindy Le '15, Williams Teaching Fellowship, United College, Chinese University of Hong Kong
Brandon Acosta '16, Robert G. Wilmers, Class of 1990, Language Study Grant
Marit S. Bjornlund '18, Robert G. Wilmers, Class of 1990, Language Study Grant
Peter L. Hale '17, Robert G. Wilmers, Class of 1990, Language Study Grant
Allison R. Holle '17, Robert G. Wilmers, Class of 1990, Language Study Grant
Patrick B. Kane '17, Robert G. Wilmers, Class of 1990, Language Study Grant
Ezekiel J. King Phillips '18, Robert G. Wilmers, Class of 1990, Language Study Grant
Carlos M. Malache '18, Robert G. Wilmers, Class of 1990, Language Study Grant
Jonathan H. McLean '17, Robert G. Wilmers, Class of 1990, Language Study Grant
Petra Mijanovic '16, Robert G. Wilmers, Class of 1990, Language Study Grant
Mie Mizutani '17, Robert G. Wilmers, Class of 1990, Language Study Grant
Dong Gi Park '18, Robert G. Wilmers, Class of 1990, Language Study Grant
Hannah M. Benson '17, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Lauren M. Casey '16, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Kelly Chen '17, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Amal A. Dougish '17, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Yedidya A. Erque '17, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Mei Kazama '16, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Maija K. C. Lindaas '16, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Kaitlin R. Macholz '16, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Sein K. Oh '17, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
John A. Okemah '16, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Angela G. Pastorelli-Sosa '16, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Sarah N. Ritzmann '17, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Rudi A.J.M. Yniguez '16, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Chanel W. Zhan '16, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Jenny J. Zheng '17, Robert G. Wilmers, Jr., 1990, Memorial Student Travel Abroad Fellowship
Blake R. Mackall '16, Witte Problem Solving Prize
Gabriela Contreras-Cisneros '15, Woodrow Wilson-Rockefeller Brothers Fund Fellowship for Aspiring Teachers of Color
Bushra S. S. Ali '17, Class of 1945 Student World Fellowship
Abigale L. Belcrest '16, Class of 1945 Student World Fellowship
Libby Dvir '16, Class of 1945 Student World Fellowship
Corey A. Michon '16, Class of 1945 Student World Fellowship
Alphayo Nyarera '16, Class of 1945 Student World Fellowship
Robin Y. Park '17, Class of 1945 Student World Fellowship
Valeria Pelayo '16, Class of 1945 Student World Fellowship
Katherine E. Preston '16, Class of 1945 Student World Fellowship
Katherine B. Bennett '16, Wyskiel Williams Math Award
Gregory M. Ferland '16, Wyskiel Williams Math Award

Athletic Prizes Awarded in 2014-2015
Thomas J. Cabarle '15, Belvidere Brooks Football Medal
Timothy M. Kostolansky '18, Francis E. Bowker, Jr. Swimming Prize
John Maimone-Medwick '15, Sean A. Bowler 1998 Lacrosse Prize (Est. 2005)
Phil McGovern '15, James R. Briggs 1960 Baseball Award
Dianna Mejia '15, Brzesinski Women's Track & Field Prize For Loyalty
Jorge L. Lopez '16, J. Edwin Bullock Wrestling Trophy
Emma Harrington '15, W. Marriott Canby, Class Of 1891
Rebecca Curran '15, Bourne Chaffee
Emma Harrington '15, Class Of 1925 Scholar-Athlete Awards
Riley Hoffman '17, Class Of 1986 Most Improved Award
Etienne N. Aduya '15, Dr. Edward J. Coughlin, Jr. Bowl
Thomas A. Beaudoin, Jr. '15 , Daniel A. Creem 1982 Memorial Track Prize
Jared Nowell '15, Daniel A. Creem 1982 Memorial Track Prize
Samuel Chapin '15, Brian Dawe Men's Crew Award
Dylan Dethier '15, Dr. I.S. Dribben '24 Award
Jacob Goldenring '15, Dr. I.S. Dribben '24 Award
Ryan Kilcullen '15, Ephmanship Award
Hana Tomozawa '15, Ephmanship Award
Thomas M. Murphy '15, Richard J. Farley Award (Football)
Tobias Muellers '18, Flynt First-Year Award. (Men)
Andrew A. Bravo '15, Fox Memorial Soccer Trophy. (Men)
Ryan Kilcullen '15, Matthew Godrick Team Spirit Award (Men's Basketball)
Daniel Wohl '15, Sinclair Hart Award (Men's)
Mary Kate O'Brien '16, Sinclair Hart Award (Women's)
Anna Spiers '15, Kate Hogan 25th Anniversary Of Women In Athletics Prize
Rebecca Curran '15, Kate Hogan 25th Anniversary Of Women In Athletics Prize
Kellie MacDonald '15, Hoop Group Purple Andgold Award
Aldis Indi '15, Willard E. Hoyt, Jr. 1923 Memorial Award
Sachin Raghavan '18, Torrence M. Hunt 1944 Men's Tennis Award
Monica M. Pastor '15, Torrence M. Hunt 1944 Women's Tennis Award
Colby R. Cretella '18, Nickels W. Huston Memorial Hockey Award.
Eric G. Schneider '15, Lee F. Jackson '79 Leadership Prize (Men)
Alison Smith '15, Lee F. Jackson '79 Leadership Prize (Women)
John Roberts '17, Robert W. Johnston Memorial Award (Baseball)
John Shuck '17, Kieler Improvement Award (Men)
Jaclyn D. Porfilio '15, Chris Larson Mason Field Hockey Trophy
Caitlin P. Conlon '15, Chris Larson Mason Field Hockey Trophy
Alexandre J. DeBaere '15, William E. Mccormick Award (Coach's Award)
Alexandre J. DeBaere '15, William E. Mccormick Coach's Awards
Craig A. Kitto '15, Men's Hockey Most Valuable Player Award.
Sarah F. Thompson '15, Robert B. Muir Fund For Women Swimmers
Megan L. Pierce '17, Robert B. Muir Award
Thad Ricotta '15, Robert B. Muir Swimming Prize (Men's Swimming Trophy)
Piper Sallquist '15, Oarswoman Of The Year
Aldis P. Inde '15, Franklin F. Olmstead Memorial Award
Colin Cotton '16, Franklin F. Olmstead Memorial Award
Christine Cunningham '15, Oustanding Sr. Oarswomen
Stephanie Neul '15, Oustanding Sr. Oarswomen
Aldis P. Inde '15, Anthony Plansky Track Award
Emma M. Waeddell '18, Leonard S. Prince Memorial Swimming Prize
Daniel Wohl '15, Purple Key Trophy (Men)
Sarah Thompson '15, Purple Key Trophy (Women)
Eric P. Davis '17, Michael D. Rakov Memorial Award (Football)
Thomas J. Cabarle '15, Mike Reily '62 Award
Benjamin Lin '17, Paul B. Richardson Swimming Trophy
Jose M. Ravntos '16, Rockwood Tennis Cup (Men)
Connor M. Harris '18, Charles Dewoody Salmon '52 (Football)
Eric Kelley, Arthur J. Santry, Jr. 1941 Lacrosse Award
Howard J. Weiss '16, Scribner Memorial Tennis Trophy
Kai Graham '15, Edward S. Shaw '62 Memorial Squash Trophy
Aidyn Osgood '15, John A. Shaw Rowing Award
Juli Raventos '18, Shulman Women's Tournament Cup
Jose M. Raventos '16, Carol Girard Simon Sportsmanship Award (Men's Tennis)
Brian M. Grodecki '18, William E. Simon Improvement Award (Men's Tennis)
Linda J. Shin '17, Carol Girard Simon Sportsmanship Award (Women's Tennis)
Maya K. Hart '16, William E. Simon, Jr., 1973 Women's Varsity Tennis Awards (C.G. Simon & W.E. Simon Awards For Women)
Ellie O'Neil '15, Simon Most Improved Squash Player Award
Caroline Sawin '15, Simon Most Improved Squash Player Award
Jamie Ruggiero '17, Squash Racquets Prize (Men)
Monica M. Pastor '15, The Squires Cup (Women)
Lucas Pierce '15, Matthew H. Stauffer '96 Award
Anne H. Rojas '15, Robert L. Stone Award
Lillian C. Lancaster '17, Sheila Stone Award (Mvp)
Grace Weatherall '16, Dorothy Towne Award (Women's Track)
Laney Teaford '17, Dorothy Towne Award (Women's Track)
Vanya Rybkin '15, Ralph Townsend Ski Award (Men)
Lacey Serletti '16, Williams Women's Cross Country Award
Gregory S. Johnson '16, Robert B. Wilson '76 Memorial Trophy
Sarah Cottrill '15, Women's Alumnae Ski Award
Nicole Friedman '18, Women's Squash Award
Brian S. McNamara '15, Young-Jay Trophy

ENROLLMENT

BY CLASSES, SEPTEMBER 2014

Graduate Students	54
Seniors	523
Juniors	545
Sophomores	551
First–Year Students	549
Total	2222

BY CLASSES, FEBRUARY 2015

Graduate Students	52
Seniors	498
Juniors	548
Sophomores	547
First–Year Students	549
Total	2193

Of the 539 new first-year students who entered in the fall of 2008, 88% graduated from Williams within 4 years and 95% within 6 years; of the 546 who entered in the fall of 2009, 88% graduated from Williams within 4 years and 95% within 6 years. Additional information on this topic is available at the Office of the Registrar.

GEOGRAPHICAL DISTRIBUTION

U.S.

Alabama	3
Alaska	5
Arizona	9
Arkansas	3
Armed Forces Pacific	1
California	267
Colorado	17
Connecticut	120
Delaware	4
District of Columbia	12
Florida	83
Georgia	26
Hawaii	8
Idaho	7
Illinois	67
Indiana	11
Iowa	3
Kansas	6
Kentucky	5
Louisiana	3
Maine	31
Maryland	64
Massachusetts	280
Michigan	28
Minnesota	33
Missouri	10
Montana	5
Nebraska	1
Nevada	2
New Hampshire	29
New Jersey	127
New Mexico	9
New York	413
North Carolina	31
North Dakota	2
Ohio	37
Oklahoma	6
Oregon	20
Pennsylvania	72
Puerto Rico	6
Rhode Island	10
South Carolina	4
Tennessee	15
Texas	62
Utah	8
Vermont	26
Virginia	30
Washington	39
Wisconsin	8
Wyoming	1

International

Argentina	1
Australia	2
Austria	1
Bangladesh	4
Bolivia	2
Bosnia and Herzegovina	1
Botswana	4
Brazil	3
Burundi	1
Cambodia	2
Cameroon	2
Canada	20
Chile	1
China	19
Colombia	1
Costa Rica	3
Ecuador	3
Egypt	3
Ethiopia	2
France	5
Georgia	1
Germany	1
Ghana	1
Greece	1
Guatemala	2
Hong Kong	7
India	5
Jamaica	1
Japan	3
Jordan	2
Kenya	5
Republic of Korea	15
Kuwait	1
Lebanon	2
Madagascar	1
Malawi	2
Malaysia	1
Mauritius	2
Mongolia	3
Nepal	4
Netherlands	1
Nigeria	2
Norway	2
Pakistan	3
Philippines	5
Puerto Rico	1
Qatar	1
Russian Federation	1
Saudi Arabia	1
Singapore	4
Spain	2
Sri Lanka	1
Sudan	1
Swaziland	1
Switzerland	2
Syrian Arab Republic	1
Thailand	2
Tunisia	1
Turkey	5
Uganda	3
United Arab Emirates	2
United Kingdom	9
Uruguay	1
Venezuela	1
Viet Nam	6
Yemen	2
Zimbabwe	2

CALENDAR 2015-2016

2015

Aug. 31-Sept. 9		Monday-Wednesday	First Days
Sept.	9	Wednesday	First-year Student Advising
Sept.	10	Thursday	First day of classes Fall Semester
Sept.	19	Saturday	Convocation
Oct.	TBA	One of first three Fridays	Mountain Day
Oct.	12-13	Monday & Tuesday	Fall Reading Period
Oct.	23-25	Friday through Sunday	Fall Family Days
Nov.	14	Saturday	Homecoming
Nov.	25-29	Wednesday-Sunday	Thanksgiving Recess
Dec.	11	Friday	Last day of classes Fall Semester
Dec.	12-15	Saturday through Tuesday	Reading Period
Dec.	16-21	Wednesday through Monday	Final Examinations
Dec.	22	Tuesday	Vacation begins

2016

Jan.	4	Monday	First day of Winter Study Period
Jan.	28	Thursday	Last day of Winter Study Period
Feb.	3	Wednesday	First day of classes Spring Semester *(classes to follow a Thursday schedule)*
Feb.	4	Thursday	Claiming Williams Day (no classes)
Feb.	5	Friday	Classes resume their assigned schedule
Feb.	19-20	Friday & Saturday	College Holidays (Winter Carnival)
Mar.	19-April 3	Saturday-Sunday	Spring Recess
May	13	Friday	Last day of classes Spring Semester
May	14-17	Saturday through Tuesday	Reading Period
May	18-23	Wednesday through Monday	Final Examinations
June	4	Saturday	Class Day
June	4	Saturday	Baccalaureate Service
June	5	Sunday, 10:00 a.m.	Commencement
June	9-12	Thursday through Sunday	Alumni Reunions

NUMBER OF CLASS MEETINGS

	Mornings		*Afternoons*			*Evenings*
	M,W,F	T,Th	M,Th	W	T,F	M
Fall Semester	36	25	25	12	24	12
Spring Semester	36	25	25	12	24	12

The Winter Study Period covers 25 calendar days.
Proposed 3/12/2013. Approved April 3, 2013. Updated January 22, 2015.